

## GLADSTONE ROAD PRIMARY SCHOOL

"Learning, caring, growing together"

### MEETING OF THE SCHOOL IMPROVEMENT COMMITTEE OF THE GOVERNING BODY

**DATE:** Tuesday 14<sup>TH</sup> November 2017

**TIME:** 6.30 p.m.

**PRESENT:**

Mr Richard Adams (arrived 6.50pm)

Mr Keith Wright

Ms Jane Pepper (Committee Chair)

Ms Jane Malpas

Mrs Helen Kindness

Mr Teddy Sulman

Mrs Helen Halliday (arrived 6.55pm)

Miss V Lewis (Clerk)

**Also Present: -**

Mr Shaun Marshall

Mr Ray Williamson

### MINUTES

1. Election of Chairperson for School Improvement Committee & Welcome

RA had previously advised Clerk via email that he would not be interested in standing as the Committee Chairperson again, considering his other duties as the Body Chair. JP indicated that she was willing to take on Chairperson duties. There were no other nominations or expressions of interest and JP was appointed as Committee Chair for 2017/18.

JP welcomed governors to the first School Improvement Committee meeting of the school year. She said she is keen to make the meetings purposeful this year, encouraging governors to read and absorb reports prior to meetings and purely interrogate data/information rather than going through them word by word.

**Action: Update governing body records**

**By: Clerk**

2. Apologies for absence; consider acceptance of apologies

Apologies received from: -

Julian Leader – work commitments.

Richard Adams - arrived late due to work commitment.

Helen Halliday – arrived late due to family commitment.

Accepted.

**Action: None Required.**

3. Confidentiality

There were no matters identified as confidential.

**Action: None Required.**

4. Declaration of Interest in any Agenda Item

There were no matters identified as being of interest to any governor.

**Action: None Required**

5. School Improvement Committee Terms of Reference

Governors considered the model Terms of Reference and were happy to adopt. Proposed by JM and seconded by HK.

**Action: None Required.**

6. Minutes of the previous meeting (11.07.17) / Matters Arising

The Minutes from the meeting on 11.07.17 were presented. Proposed by JM and seconded by HK. Minutes were signed by JP and returned to the Clerk for filing as per procedure.

5) Behaviour Presentation:

Governors found the presentation very useful and impressive. They were impressed by Mr Buchan and with the school. It was also noted that JM and her team do a great job in a very trying situation for which they were thanked. KW told governors that school had purchased a visitors book for visitors/guests to note positive comments. This was prompted by a really lovely comment from a family member about pupil behaviour after a recent choir/orchestra performance. JP said it is good to have positive feedback for staff too. KW said that a Y6 pupil has recently returned to roll following a July move to a different school as he had not felt settled elsewhere. JM added that another parent with 4 children living in Eastfield has decided to keep them at GRPS despite the effort involved with getting them to and from school each day.

8) 2017 Outcomes:

JP asked KW how governors can help now. KW said that Stuart Boothman is doing an external review of governance (which was not indicated in the final team meeting but was in the published version). He will be in touch soon to arrange a programme of support. By 5.12.17 finalised outcome data will be available and further discussions can be had, looking at the most evident issues. External Pupil Premium review taking place 15.11.17. Stuart Boothman will look at this with his team and work out what is working well etc. he will be giving feedback at 3.30pm on 15.11.17 and governors are welcome to attend. The SLT and teachers are in the process of doing a substantive in depth book scrutiny to ensure consistency. From December more information re direction, steps and challenges identified will be available. Y5 has already been identified as a significant challenge. New philosophy of looking at end of key stge to end of key stage rather than year to year. Monitoring across bands/year groups; Reception to 1, 1 to 2, 2 to 3 etc to promote professional understanding of targets. At the full governing body meeting on 5.12.17 it should be possible to share final information about outcomes.

TS asked whether children eligible for Pupil Premium are distributed evenly throughout school. KW advised it is fairly even but there are less in the lower school. Slight increase in numbers overall due to a number of newly admitted, disadvantaged, families.

9) Ofsted Overview:

KW reiterated that parents had received the Ofsted Report well. A monitoring visit can be expected anytime from mid-December onwards.

**Action: Minutes from meeting 11. 07.17 to be filed as per procedure**

**By: Clerk**

7. Matters arising not covered by the agenda

There were no matters arising for consideration.

**Action: None Required.**

8. School Improvement and Development Plan Update

Draft version 1.1 to follow shortly following the pupil premium review meeting. The external review of governance is unlikely to be done before Christmas therefore it is too early to discuss detailed information and next steps. The SIDP is a working document, and will be continually reviewed, updated and annotated, with new versions circulated to governors in due course. Governors noted that there is an erroneous apostrophe on Page 2 which will be removed.

The objectives and aims match up with Ofsted's highlighted areas for improvement.

All KS2 teachers have now undertaken Maths No Problem training, with the programme being rolled out to pupils who are evidently enjoying it.

A reading scheme / programme / approach (whole class guided reading) has been chosen and is in place. Reading for Meaning full texts (JP). Questioning approach re comprehension.

Esk Valley Alliance has attended to undertake classroom observations and work scrutinies.

TS asked what the items requiring most input / effort are. KW said there is a focus on challenging the most able and rapid acceleration of attainment. There is also a focus on ensuring school is consistent re approaches and styles. HK commented that this must be quite difficult as teachers are all individuals after all. KW agreed that it is important not to lose individuality but school must look to make consistent outcomes. There is an expectation of the same teaching format for teachers, though obviously they still need to express their creativity etc within this. It is important to ensure there is a consistent feedback method from teachers to pupils ensuring all pupils are getting the same offer. Methods include peer to peer support, joint planning meetings to share knowledge and plans, work scrutiny.

RW said that it would be useful to add a side aim/objective re communication between school / staff / governors / home / other stakeholders. RA agreed and said perhaps alter Point 5 on Key Aims for 2017-18 to read *'To support Governors in helping them to fulfil their statutory duties of challenge and support and to ensure effective communication at all levels'*.

RA is keen to ensure that there is something within the SIDP which articulates how governors can be confident in the attainment predictions being presented to them by teachers/the SLT. KW will meet with RA and RW to discuss how this would be best included – perhaps as a statement of intent at the start of the document. KW advised that termly tracking is being introduced which will be written into the next version of the SIDP. He added that he will look at ways to evidence how both teachers and governors can monitor progress against the aims. Governors need to know how monitoring is taking place and how they can be sure this is robust and apt. However, KW did point out that until 2018 tests have taken place the full impact of new approaches and methods cannot be fully assessed in the long term.

HH said she is interested in sourcing data for similar like for like schools re deprivation and characteristics to measure against rather than comparing us against national schools but this is difficult due to the unique context of the school. KW added that GRPS is a '1' on the IDACI (deprivation) index which is the most deprived. Had our results for 2017 been looked at by contextual value added as in previous years this may have given a more honest view of the results. We are not comparable to other schools at the moment. Will look at other data as far as possible once validated results are released.

JP said that overall the SIDP is succinct and clearly laid out, the colour coding makes it easier for governors to see the level of completion against aims.

**Action: Additions to SIDP as discussed (re. Communications)**

**By: KW**

**Action: Articulate how governors can monitor the school's monitoring**

**By: KW/RA/RW**

## 9. Appendix to Performance Management Policy – Addressing Underperformance

Following Esk Valley Alliance and LA advisor discussions it has become evident that in addition to the Developing Performance Policy there was a gap where school needed to address underperformance. It became clear from feedback sessions that staff were not used to being told they needed to work on the quality of their teaching. School needs to be able to show that staff have been supported to achieve satisfactory teaching targets by a process which identifies areas for development and a policy / package for helping them to improve and reach aims. To that end an appendix to the Policy has been drawn up with LA adviser support and advice. Teachers have seen the document and governors are asked to consider it. RA asked whether unions been consulted to check it satisfies their requirements. KW said that in the interests of ensuring the process is in place the appendix is informal, though HR have checked it. It is difficult as we are against a time challenge to improve teaching standards; union consultation would slow this down or possibly even halt it. The process is simple and transparent and HR has said it is robust.

RW queried what staff reaction was. KW said it was a little uncomfortable from some staff, though as a Requires Improvement school teaching standards, and ways to improve them, need to be addressed.

JP commented that hopefully this policy will promote peer support amongst colleagues.

KW said that the idea is for the process to be quantifiable and standardised to ensure staff are being supported to improve and to ensure pupils are being given their best chance and standard of education. Gives an opportunity to offer targeted support and training to staff to ensure they can reach the quality of teaching expected. There is a duty to offer support to staff, provide opportunities to observe good practice and be included in a mentoring programme.

SM asked whether any of the teachers have expressed their thoughts either way. HH said that not directly to the SLT but many teachers are welcoming the idea behind it and the support being offered. Naturally, some will find it threatening and it is new, since underperformance has never been addressed using a 'process' historically. SM asked why there is a need for this policy / process suddenly. KW said the need is not new, but that previously there was never a challenge made regarding underperformance. JP added that the level of monitoring and teacher scrutiny and the level of expectations has increased a lot over recent years. The potential is that this can develop the school as a whole by fostering support and mentoring to improve standards and abilities.

RA asked who would determine whether identified areas for development had been met in order to ensure fairness and consistency. KW said that there is a specific list of criteria when monitoring / observing / scrutinising which are then assessed by a team consisting of SLT and Year Lead members as to whether the standards have been met. No single staff member will be responsible, the system will be transparent and nobody will be able to suggest they are being victimised. The process of monitoring isn't new but the idea of what happens next when things need to improve, ie. this appendix, is.

**Governors all agreed this appendix is a positive commitment to improving teaching and learning for children and agreed to its implementation.**

The Statutory Developing Performance Policy (HR011) to be reviewed at 5.12.17 meeting.

**Action: Add HR011 to Agenda for meeting on 5.12.17**

**By: Clerk**

#### 10. Safeguarding Audit Working Document

This document has now been submitted; it was due in the Spring Term but the delay was agreed with the LA. Many stakeholders had input. Including the SBM, SENCo, PSWO etc. It is an annual document updated in line with legislative changes. However, no legislation changes yet so advised that the document will be internally reviewed in 2018. This benchmarks the robust systems in place prompting the Ofsted outcome of Good.

RA noted that the number of Grade 5's is excellent. A few actions required but nothing too concerning. JP said that it does seem to be missing an 'In-vacuation / Lockdown Procedure'. JM said that at present the school did not have one and KW added that it is something to consider moving forward, particularly in light of localised issues (for example issues with Kealia Court). It is not a statutory requirement. JP said she thinks it may have come about due to recent global and national events. KW said that moving forward it would be useful to look at options for a more universal / standardised procedure in line with anything the Playcentre / Childhaven etc already have in place.

JM said that Scarborough has been identified as a high risk area and any issues which arise in the town would affect the school immediately.

**Action: Lockdown to be discussed at next Resources Committee Meeting      By: Clerk**

#### 11. Governor Training / Note of Learning Activities / Visits

Governors asked to consider the reports and these will be further discussed at the next Resources Committee meeting.

**Action: Deferred for consideration by Resources Committee      By: Clerk**

#### 12. Correspondence

Letter received from Ebor Academy to introduce themselves to the school.

**Action: None Required.**

#### 13. Policies to approve and adopt

- **Sex Education & Relationships Policy**

On Page 3 change 'Pupil and Parent Support Adviser' to 'Safeguarding and Welfare Officer'.

On Page 2 change 'why families are special for caring and sharing' to 'why families and/or those who care for us are special for caring and sharing'.

On Page 2 change 'why families are special' to 'why families and/or those who care for us are special'. Model policy from LA.

Proposed by JM and seconded by HK. **Approved by all governors with identified changes.**

- **Behaviour Policy**

JP said that the policy appears to be robust and clear as to expectations and unacceptable behaviour, not focusing on punishment and punitive measures but about encouraging good behaviour.

Governors felt it is important to be proactive about promoting the policy and its headlines to pupils and parents. Perhaps form part of the Communication Strategy (RW and KW to discuss).

TJ had an integral role and spent lots of time working on the policy.  
Proposed by RA and seconded by JM. **Approved by all governors.**

**Action: Make identified alterations and file policies as per procedure**

**By: Clerk/CS**

14. A.O.B.

Positive response from governors regarding the governor/staff 'Mince Pie' social event scheduled for 3.30pm on Monday 18<sup>th</sup> December. It was decided to buy mince pies from school budget to achieve a better price.

**Action: make name badges/stickers for governors for this event.**

**By: Clerk**

**The Meeting was closed by the Chairperson at 8.30pm**

Signed \_\_\_\_\_ Dated \_\_\_\_\_