



MINUTES – LOCAL ADVISORY BOARD

Date: 28th January 2020

Venue: Red Oaks Primary School

Time: 18:00

Attendance:			
Governors		Governors	
Dan Blagg (DB)	Parent	Jackie Peterson (JP)	Community
Geoff Bryan (GB)	Community	Victoria Robinson (VR)	Community
Ian Burgess (IB)	Chair	John Robinson (JR)	Community
Gillian Cullen (GC)	Parent	Mangala Sekhar (MS)	Community
Nicole Deacon Willis (NDW)	Staff		
Kathryn Hopes (KH)	Community	Rachel Surch (RS)	Executive Primary Principal
James Lee (JL)	Deputy Head		
Others			
Stacey McGahey (SM)	Presentation	Emma Maddison (EM)	Clerk

1	Presentation
	<p>Staff Presentation – Computing – James Lee & Stacey McGahey.</p> <p>James & Stacey delivered their presentation on Computing, this covered curriculum and Online Safety as well as assessment & resourcing. James and Stacey also explained Progress against the SDP and plans for next steps.</p> <p>James and Stacey invited questions & feedback from governors VR asked if the planned transition project with APS would only be for children moving onto APS in Year 7. SM explained that it would be an after school club open to all children.</p> <p>With regard to inviting large companies and organisations in to school to discuss computing in the workplace RS asked governors to let her know if they have any possible contacts.</p> <p>There were no further questions or comments, the LAB extended their thanks to Stacey & James for their presentation.</p>
	<p>1.1</p>

2	Opening	
	2.1	<p>Apologies and Declarations of Interest:</p> <p>There were no apologies. There were no declarations or conflicts of interest in any agenda items.</p> <p>Both John Robinson & Jackie Peterson’s terms of office ended on 24/01/20 and 08/02/20 respectively. Both governors were re-elected by the Board.</p>
	2.2	<p>Notification of Items of AOB:</p> <p>The Head had notified the Clerk prior to the meeting that she had a confidential matter. The Clerk also had administrative items for AOB:</p> <ul style="list-style-type: none"> • Governor Support & Governor Hub renewal • New Date: Understanding Primary School Data • Staff Forum
	2.3	<p>Adoption of Previous Minutes:</p> <p>The Chair invited adoption of the Minutes from the previous LAB meeting on 19th November 2019.</p> <p>DB proposed the Minutes as an accurate record of the meeting, this was seconded by JR. The Minutes were signed by the Chair.</p>
	2.4	<p>Review Outstanding Actions:</p> <p>There were no outstanding actions from the LAB meeting on November 19th</p>
3	Performance, Standards & Behaviour	
	3.1	<p>Head Teacher’s Report:</p> <p>Governors were invited to submit questions to Rachel in advance of the meeting. The responses were posted to Governor Hub ahead of the meeting and are posted below:</p> <p>The Head extended her thanks to governors for their questions.</p> <p>From Ian Burgess:</p> <p>Pupil SEF</p> <p>A very useful document and lots of positive comments. There are, as always, a few development areas and I wondered if there is a specific plan in place to take these forward.</p> <p><i>Some of the areas for development are already within the SDP and many are things that the children enjoy doing and we do lots of but they would like even more of. Things such as outdoor learning, drama and use of</i></p>

		<p>technology are always promoted to teachers and are definitely happening but we need to encourage even more. Overall, we were very pleased with the children's comments - there were no nasty surprises!</p> <p>Head's Report: Pupil Personal Development- the reading in year 1 is quite rightly identified as an area of big focus and there are a number of actions suggested for improvement. The next review is term 4 and I wondered if there are plans or benefits to review this earlier to ensure progress is being made. Emily as KS1 Manager and I can meet with Y1 teachers towards end of term 3/ beginning of term 4 to discuss the agreed strategies and check these are being implemented. It wouldn't be fair to test the children again and it is far better to spend the time teaching than assessing. If we don't give this length of time before assessing again, there won't have been enough teaching to have any impact.</p> <p>SDP: Do we have a clear launch date for the school Facebook page? We haven't put an exact date on this but we are nearly finished collecting staff and parent permissions (a big job). All other actions needed to ensure this will work are almost complete. This includes delivery to staff in a meeting and a policy has been written and shared. This will be launched within the next few weeks.</p> <p>From Mangala Sekhar:</p> <p>Is this new report a template prescribed by TPAT please? Is there a reason the template section (data) focuses on the "working within (WW)" group only? Also, the detailed Safeguarding section at the end is empty. Do we have an update on this please? The template has been provided by the Trust to give our LAB reports consistency in format. The primary data is presented as the % of pupils working within the age related expectations as it isn't until the very end that we would expect children to be 'working at' the standard. You know how much data we hold behind the scenes of this table and it was decided to send only summary data so as not to confuse everyone with too much information. We do also have the % of children who are working at the standard but this will always be a low % because the curriculum has not yet been completely covered. This % will be presented at the end of the year but WW throughout the year.</p> <p>Data queries: Some of the classes (like Yr-4) had quite low WW % end of last year, but looks like they've (now in Yr5) improved considerably in Reading & SPaG for Term-3 which is excellent progress. However still low in Writing and Maths. Is this as expected at Term 3, or being tracked under action plans by subject leads and teachers? Would the next report show comparison between term 2 and term 4 values? The next report will show the data for term 4 so you will be able to see the progress. The figure I had published for WW for maths was actually the WA figure, this has now been changed to 72% which is excellent. The writing is lower than the KPI of 50% WW at this point in the year, we have 42% in</p>
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		<p>Y4. This is not at all uncommon during the year as we do not expect children to be working at the expected standard until the end of the year. This will of course be tracked.</p> <p>Why is the % of children WW in Reading for Yr-1 so low at 8%? Is this as expected in Term-3? The end of year % (reception) was 76%. Am I reading these correctly? I'm hoping to have more clarity after the workshop tomorrow!</p> <p>Yes, you are reading this correctly. It is always difficult when children move from the EYFS to the National Curriculum as they are completely different. We often have problems with this in the first two terms. Our reading test % is also often low in year 1 as we have written the papers to include an element of comprehension. This is not actually expected at all in Y1 but we feel that if we don't, the children have too much of a jump to make in Y2. Having said this, the % for this cohort is lower than we would expect and there are lots of strategies in place to try and raise this figure. These are detailed on the priorities report and this will be closely monitored.</p> <p>From Kathryn Hopes:</p> <p>How often will the learning walks be? (more frequent than formal observations?) - to get a true sense of lessons etc.</p> <p>There will be two types of learning walks; we always have a termly focus which this term is use of subject specific vocabulary and these will be on-going and at any time. There will be a different focus for the more intense window of 3 weeks that are planned for each (big) term – 3 times a year. The focus for this window will be 'Quality first teaching'. Overall, yes these will be much more frequent than formal lesson observations but will capture smaller 'snapshots' of day to day teaching hopefully providing a true sense of the teaching and learning.</p> <p>Would staff know when these learning walks will take place and what you'll be focusing on? How will they receive feedback?</p> <p>Staff are aware that there is an on-going learning walk focus and are told when the 3 week windows are occurring but will not be given times within this window.</p> <p>In terms of the data section of the report for governors (which currently reflects % of outstanding/good observations etc.) will there be data to reflect the findings of the learning walks?</p> <p>As learning walks will only form one part of our 'judgement' on a teacher's performance, we cannot give a % of rated teaching. This is also not how Ofsted judge teaching and learning any longer. SLT will record a more holistic picture and discuss overall performance making joint decisions about any teachers who we think require a more formal lesson observation or in worst case scenario, a supportive action plan. We can report on % of teachers providing satisfactory+ performance and the number/percentage of any requiring support. There are currently no teachers requiring a support plan.</p>
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		<p>From Victoria Robinson:</p> <p>With regard to the new learning walk windows in place of lesson observations, would it be useful for governors to be a part of and go on the learning walks too?</p> <p>I think this is a great idea. If SLT could just do the first round on our own so that we are used to the process then when we meet to review this, we can work out how best to involve governors but I would fully support this.</p> <p>Regarding pupil personal development, what measures have been taken regarding the increase in persistent absence from 6.8 to 10.06%, and is this of concern to you?</p> <p>Quite a number of these children are under 5 years old and therefore not of statutory school age. I have recently spoken to our Education Welfare Officer about this and she has suggested sending a letter about setting good patterns of attendance early and how the expectations would change when the child turns 5; this may help. For all other children, I look at their pattern of attendance closely and if I find that the attendance is due to one or two prolonged illnesses that we were informed about, I do not send a letter as this is unlikely to be helpful. If a holiday has contributed to absence and this was unauthorised then this has also been recorded as the reason. For children where there appear to be a greater number of short bouts of illness i.e. a day here and there or no reason given, lots of late arrivals etc. a letter will be sent. If the letter has no impact and improvement is not seen by the next round of attendance monitoring, there may be a referral to the EWO who would get involved. When I met with our EWO, she was happy with this process. Overall attendance remains above expected attendance of 95% and the EWO was happy with attendance for all groups.</p> <p>Governors discussed the new format of the Head’s report with RS which she explained is now a standardised document across the Trust.</p> <p>There were no further questions or comments from governors. The Chair extended his thanks to the Head for her reports and responses and also thanked governors for the questions they submitted.</p> <p>Safeguarding & Section 175 Audit:</p> <p>JL advised that Bernice Weiss the Safeguarding lead at Swindon Borough Council had recently completed the Section 175 audit adding that the findings had been very similar to the findings from the School’s independent safeguarding audit undertaken in October by Sarah Turner.</p> <p>The governors discussed if it was necessary to undertake both audits as a saving could be made by not having the independent audit. It was agreed that there was real value in having the independent audit as well as it is very comprehensive and covers more than is required.</p>
	3.2	<p>Finance:</p> <p>Finance Report:</p> <p>JP had posted her Finance Report to Governor Hub in advance of the meeting and invited questions.</p>

		<p>JP advised the Board that following on from the action at the last meeting she had spoken to Niki Porter (Trust Finance Manager) and Alastair Dixon Patterson (Director of Finance and Operations) with regard to the type of financial reports that governors should be looking at. JP continued that the new report is an overview specifically designed to give governors the information which they need to see. JP added that Trustees receive a more detailed report.</p> <p>JP continued that the transition to the new Orovia Budget Planning System is now complete.</p> <p>Looking at the actual financial report JP explained that to an extent it is still a work in progress and that she is still working on the adjustments column. JP added that she is still working with Alastair and Niki on the budget and that by this September it will be in line with Abbey Park and Lydiard Park Academy. JP added that a few months into the academic year she feels that the finances are progressing well and that she is having regular meetings with Niki Porter. The Chair added that he thinks the report works well and that the headings and key are easy to understand. JP replied that she will keep adding notes at the right hand side of the finance report to help governors' understanding. The Chair added that it is important for the LAB not to focus too much on the detail but that the focus now needs to be linking performance to the children and understanding the educational link and benefits to spending.</p> <p>The Chair continued that there is currently an £11k deficit and he had asked JP about it but she reassured him that the Trust are happy with this and that the next discussions will be around the budget. JP continued that she and RS are continually reviewing over and under spending.</p> <p>The Clerk reminded the Board and gave a brief overview of the Whole Trust Finance Training at Abbey Park on Tuesday 25th February.</p>
3.3		<p>Raising Standards/SDP:</p> <p>Ofsted Preparation Documents: The Chair extended his thanks to the Head for the training session which she delivered on 22nd Jan which looked at the preparation documents which governors have been given in closer detail. The Head also handed out an updated SDP document for governors.</p> <p>Pupil Personal Development Summary The head handed out this summary sheet explaining that it is just showing the data headlines. The Head explained that national averages are calculated at the end of KS1 And KS2 only and also that numbers look low because the KPI's have been adjusted but will change as the year progresses.</p> <p>Term 2 Attainment & Progress Priorities: The Chair thanked the head for the Attainment & Progress Priorities document which had been uploaded to Governor Hub in advance of the meeting. The Head advised the Board that there is an updated version which she will send to the Clerk for posting. The Chair added that along with</p>

		the Pupil Personal Development Summary, both documents are invaluable sources of information for governors.
	3.4	<p>Policy Changes:</p> <p>There were 3 policies to ratify. RS explained that there were no significant changes:</p> <ul style="list-style-type: none"> • Accessibility Plan 2020-2023 • Equality Plan 2020-2023 • Community Cohesion Audit & Action Plan 2019-2020 <p>There were no further questions on these so the Chair proposed that these are accepted, this was seconded by VR. All governors were in favour.</p>
4	Support	
	4.1	<p>Governor Update & Training:</p> <p>Training:</p> <p>The Chair asked governors to try to attend training offered by the Trust, In House or by Governor Support where possible emphasising the value in building knowledge across the LAB. The Chair added that he appreciates that it is time demanding but explained that training is a key part of the governor role and that there is an expectation that where possible, training should be attended.</p> <p>The governors had a discussion around what the barriers to attending training might be. Work and childcare commitments were highlighted as common issues making it difficult for governors to either attend in the day or early evening.</p> <p>RS reminded governors about the Trust wide Nimbl on line training modules for governors.</p> <p>JL also added that he is happy to run in house training refresher sessions on Pupil Premium, Safeguarding etc.</p> <p>Link Governor Feedback:</p> <p>The Chair thanked governors for the Link Governor feedback received so far with a reminder to those who have not yet submitted forms to try and complete as soon as possible.</p> <p>The Chair reminded governors that the second Link Governor visit feedback will need to be submitted in time for the July 14th LAB meeting.</p> <p>SEND Link Governor:</p> <p>The Chair thanked all governors who had expressed an interest in the vacant SEND Link Governor role and confirmed to the Board that following consultation and taking her knowledge and experience into account that new governor Kathryn Hopes has been appointed the SEND Link Governor.</p>

	<p>Kathryn is currently liaising With SENDCo Kathy Clarke and is also making arrangements to undertake a SEN evaluation.</p> <p>Governors are all comfortable in their knowledge of the Link Governor process and the Chair encouraged all governors to meet their relative member of staff, build their knowledge and complete their feedback.</p> <p>Maths & Science Link Governor Information:</p> <p>Following on from her recent Link Governor visits, Maths and Science Link Governor MS asked to share information on upcoming events at the school with the LAB:</p> <ul style="list-style-type: none"> • Science week starting 9th March, the theme is “our diverse planet”. This is linked to UN global goals, with Red Oaks children tasked to solve one global problem each day and upload their suggestions on to the UK website. <p>MS explained that Red Oaks will be the second Swindon school to do so. There will also be a daily 2:45pm presentation to parents. The Head added that this will be launched as a whole school and the children will be able to collect points as an incentive. The Head added that this will be different to the usual Science Days and that she will send out invitations to governors close to the time</p> <ul style="list-style-type: none"> • STEM day (all day session) on 30th Apr • Science Learning Walk during 14 - 21st May governors welcome to attend (if teachers are comfortable with that) • Science Fair 29th Jun (3-4pm) • A “Healthy Week” is being planned and the school will be inviting dentists, opticians, doctors etc. to visit and talk to the children about healthy practices and caring for our body. MS added that any contacts which Governors may have would be appreciated. <p>Maths:</p> <ul style="list-style-type: none"> • Whole School problem solving day (June 20th). This will be in phases, working in teams and using logic and reasoning. Governors are welcome to attend. <p>The Chair extended his thanks to Mangala for this information on upcoming events at the school and the opportunities for governors to participate.</p> <p>Focus Day 25th February 2020:</p> <p>The Head confirmed to the Board that this will be 1-3pm with the focus on Curriculum. Governors are invited in to observe the breadth and variety of what is being taught. Wednesday afternoons are PPA time so governors will also be able to observe the work being done by Sports Coaches and Teaching Assistants. The afternoon will be concluded with a Q&A session with The Head and Deputy Head at 2:30.</p> <p>Action: Clerk to organise attendance for Focus Day</p>
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		<p>Governor Profile in the Community: Governors discussed the idea of having Governor updates on ClassDojo, the information sharing website which the school uses.</p> <p>Action: The Chair to liaise with NDW to discuss governor information on Class Dojo</p> <p>(GB left the meeting at 7:30)</p>
5	AOB & Any Other Points	
		<p>AOB:</p> <p>Governor Support & Governor Hub: Membership of Governor Support and Governor Hub will be due for renewal in April. Governors were all in agreement on the value of this and that membership of both should be renewed for 2020-21.</p> <p>Action: Clerk to advise Governor Support of membership renewal.</p> <p>Staff Forum: Following on from a question from Trustees the Clerk asked if the school currently has a Staff Forum. The Head advised that there is not one currently but she felt that the line manager structure and culture within the school worked well but will ask staff if they would like one.</p> <p>Action: Head to ask staff about having a Staff Forum.</p> <p>New Session: Understanding Primary School Data: The Head invited governors in on Weds 18th March at 8:45. The session will last approximately one hour.</p> <p>Action: Clerk to organise attendance.</p> <p>Confidential Item: <i>A confidential matter was discussed by the Board.</i></p> <p>Other Points:</p>
	5.1	
	5.2	There were no TPAT or school related points.
	5.3	<p>Date of Next Meeting: 10th March 2020 - 6pm</p>

The Meeting concluded at 19:50 pm

Abbreviations:	
TPAT	The Park Academies Trust
SEF	Self-Evaluation Form
SDP	School Development Plan
APS	Abbey Park School
PPA	Planning, Preparation & Assessment
SPaG	Spelling and Grammar
WA	Working at
WW	Working within
SLT	Senior Leadership Team
EWO	Education Welfare Officer
KPI	Key Performance Indicator

Full Governor Board Meeting Dates 2019/20
24 th September 2019 @ 18:00
19 th November 2019 @ 18:00
28 th January 2020 @ 18:00
10th March 2020 @ 18:00
19 th May 2020 @ 18:00
14 th July 2020 @ 18:00
Focus Days (Times TBC)
21 st November 2019
26 th February 2020
2nd July 2020

Key Actions:	By whom	Completed
Clerk to organise attendance for Focus Day 25/02 Clerk to organise attendance for Understanding Primary Data 18/03	Clerk	09/03/20
The Chair to liaise with NDW to discuss governor information on Class Dojo	Chair	26/02/20

Clerk to advise Governor Support of membership renewal	Clerk	30/01/20
Head to ask staff about having a Staff Forum	29/01	29/01/20

Signed:	Print:
	Signature:
Date:	