



## MEADOW VALE PRIMARY SCHOOL

Minutes of the Schools and Standards Committee Meeting held at 6pm on Tuesday  
14<sup>th</sup> June 2016.

### PRESENT:

Kathryn Evans (KE) – Co-opted Governor and Chair of Governing Body  
Lee Parsons (LP) – Staff Governor and Deputy Head  
Ian Freeman (IF) – Co-opted Governor  
Lauren Lewis (LL) – Staff Governor  
Carley Perry (CP) – Parent Governor  
Sarah O’Keeffe (SO) – Co-opted Governor  
Matt Hall (MH) – Parent Governor  
Michelle Payne (MP) - Parent Governor  
Sian Biddlecombe (SB) – Parent Governor  
Julie Pratt (JP) – Authority Governor  
Alison Smith (AS) – Co-opted Governor  
Kate Davies (KD) – Parent Governor  
Andrea Moyle (AM) – Parent Governor  
Debbie Green (DG) – Co-opted Governor

IN ATTENDANCE: Ingrid da Silva (ID) (Clerk)

The meeting opened at 6.15 pm.

### **1. Welcome**

SB opened the meeting and welcomed colleagues.

### **2. Apologies for Absence**

Full attendance.

### **3. Minutes from the School and Standards previous minutes (2<sup>nd</sup> February 2016)**

SB chaired the meeting and all agreed minutes were satisfactory and signed.

### **4. Matters arising**

None.

### **5. Election of Chair/ Vice Chair**

There was a short discussion about election of Chair/ Vice Chair and the board agreed to wait for Maggie’s External review of Governance report due in the Summer 2016 before making any decision.

### **6. Register of Business Interests**

None.



## **7. Review Terms of Reference**

The governing board reviewed existing Terms of Reference for C&S and SPWC and agreed Terms of Reference for Schools and Standards committee.

## **8. Pupil Premium Update**

The Head teacher informed the board that Pupil Premium information has been detailed in the Head teacher's spring term report and two School outings were planned. The first took place on the 25<sup>th</sup> May where 25 pupils went to Wentworth golf course on a BMW PGA Championship Celebrity Pro-Am day and the second will take place on the 15<sup>th</sup> June, when Matt Whiddett and Theresa Hall will be taking the pupils to Windsor. The Head teacher, Debbie Green, Matt Whiddett and Adam Colin thought visits such as these are very beneficial and thoroughly enjoyed by the pupils.

The Head teacher reported no significant gaps between Pupil Premium learners and non-Pupil Premium learners in any year group, moreover there are no academic concerns with the pupils but she is concerned with social gaps. The Head teacher said that Nicki Cotter, Matt Whiddett and Debbie Green have carried out extensive work to ensure provision is accountable. Pupil Premium fund has been spent on a variety of initiatives, which gives pupils eligible for the Pupil Premium fund the best possible chance to make good progress. In addition, the Head teacher assured the board that she is constantly looking at what can be offered to these pupils and funding expenditure is tracked to ensure all children are benefiting from it.

DG expressed concerns with CAMHS waiting list, which is currently very long (18 months plus). She informed the board that a creative art therapist, Tracey Dangerfield has joined the School as a counsellor on a volunteer basis and her DBS check has been processed. Tracey is initially coming twice a week for a few weeks, and ideally the Head Teacher would like to fund Tracey to come to the School twice weekly from September. Tracey has a degree in psychology and creative art. She has recently relocated to Bracknell and was previously working with adults with learning and physical disabilities for a charity in Nottingham; she was also employed by a local authority to run anger management courses at schools, alongside with the provision of counselling small groups using creative arts such as painting and drama. DG highlighted the importance of play therapists as they are hard to find and they work well with the children. DG reassured the board that they are measuring the impact of non-academic intervention and such interventions are working, thus if children feel supported then parents also feel supported.

Debbie Green and Matt Whiddett were analysing vulnerable pupil's data this afternoon and noticed a positive progress and good results considering the number of pupils supported by the School. She pointed out that only one child is currently on child protection. DG and Matt oversee School attendance, which is currently over 90% and the trend is positive as attendance is going up every week. Moreover, there is no need to report to the Education Welfare Officer.

**Q:** AS (Co-opted Governor) asked if the School publish pupil premium results? She remarked that some children are not improving academically. And asked if the Head teacher carries out an analysis on this.

**A:** The Head teacher said yes, pupil premium results are published on the School's website. She added that the information about individual pupils is confidential, and to a certain extent you can anonymise names but this is ultimately confidential



information. The Head teacher said that soft data analysis is difficult to publish, however, attendance is high at 90% and it keeps increasing. The School is also monitoring how much is being spent on the Holiday Club and pupil premium. Matt is ensuring the provision is accountable, all invoices including Energy Kidz and Inter-sports, are being filed appropriately, spreadsheets are updated regularly, and additionally Matt keeps a register of the children's name and duration of counselling. DG and Liz Adams are working on an initial referral form, containing reasons for counselling, duration and outcome. The Head teacher said that all this work have an impact in the academic side as there are no gaps. Therefore, results are measurable as last year there were gaps and this year there are none. The School serves 600 children and only one is in child protection. DG added that the Holiday Club have a positive impact on the children's life. The School is fully prepared, setting it all up for the summer and appropriate pupils' needs are being arranged. The School is being proactive, working in unison with the parents, so they know how they will go through the summer. Matt is setting up an attendance rewards, we are using pupil premium to provide more support, and if they attend they improve their curriculum. There is no significant gap between Pupil Premium learners and non- Pupil Premium learners in any year group showing that this approach works. The Head teacher pointed out that class teachers do fill safeguarding forms for vulnerable children.

**Q:** AS asked how the School publish the impact of Pupil Premium's funding and suggested the possibility of the School publishing anonymised case studies.

**A:** The Head teacher said that is fairly easy to work out who is who, as stories do go out via children and their parent's word of mouth. Proper anonymisation of case studies is hard to achieve because referrals are also changing all the time. DG pointed out that CAHMS waiting list is 18 months and to arrange a counsellor to come into the School takes a lot of organisation. She also ensures that the provision of this service is discreet as there is no crossover, and this takes a lot of managing throughout the day. IF (Co-opted Governor) added that as a board we are all frequently updated and are aware of what is happening and what is being done about issues. DG emphasised that we must ensure we are outsourcing paid therapist properly. Often children require support straight away; they cannot wait until CAHMS referral. Early intervention is essential, especially in terms of minimising anxiety and it does make a positive impact in terms of attendance, academic and social aspects. The Head teacher highlighted that they often review procedures to ensure counselling and support services are accessible to all pupils.

## **9. School Development Plan update**

The Head teacher showed a draft copy of a one-page School Development Plan to the board at the meeting. She explained that the School has met objectives as per Ofsted recommendations. The main idea of the plan is to show the School's four main objectives: overarching targets, strategic focus, core activities with targets on the bottom of the page (realistic targets – group co-hort targets – 2-3% improvements year-on-year) which ties in with the ultimate aim of achieving 90% target on year 6. According to the Head teacher this plan shows that we are proactive and the plan is more measurable. This is a 3 year plan but it will be reviewed annually and amended/improved accordingly.

The board was pleased with the draft and the Head teacher will circulate a final version once finalised.

The following additional items were discussed:



- Possibility of creating an 'internal exclusion'/Reflection/
- Time out space: the School has a time out space, but it's managed as when and if needed.
- The Head teacher gave feedback in regards to DfE's advice on arrangements to promote pupils' welfare and prevent radicalisation and extremism, which she thought was poignant and thought provoking. There were a lot of useful information provided regarding identification of children at risk of being drawn into terrorism and ways to challenge extremist ideas. What came out is that there is no one-way to deal with extremism but more down to the individual and psychology behind the child involved.
- Promote vigilance with the use of social networking – The Head teacher stressed the need for vigilance and ensure the board that staff have received training in this area. She is concerned with children's internet access at home (accessibility and vulnerability) as they are safe at schools as computers here have firewalls. She explained that the more you talk about these issues more you open the channel as children are inquisitive by nature. The Head teacher believes that the School should refrain from highlighting certain issues related to extremism and radicalisation; otherwise you run the risk of fostering a child's innate curiosity. The School should focus on the parents, who are ultimately responsible to monitor their child's Internet activity. Children under the age of 7 (before they develop a sense of self) should not use Internet unsupervised and parents should know what is going on. There are trolls and awful people out there in the dark web scattering bombs and getting around filters to check children that are available online.

**Q:** AS asked about the possibility of an evening training session for parents to highlight this issue?

**A:** The Head teacher answered that most parents follow the 15 minutes advice – curbing the time their children spend online and others don't allow them to access it alone. The Head teacher agreed to talk to parents at the beginning of the year at parent evenings and explained that the main issue is when children leave school; parents must deal these issues on a daily basis. Teachers/educators don't have a definite list of sites to warn parents, they must remain constantly vigilant. Parents should engage with their children and hold frequent conversations even challenging ones. If teachers hear anything such as an uncomfortable conversation they report straight away as staff members remain vigilant at all times, trying to identify lonely children, which tend to isolate themselves. The Head teacher said that the Internet is more accessible than ever, with smartphones tables and other devices finding their way to younger hands, moreover, unrestrained/unmonitored use of the Internet is very dangerous in particular to vulnerable children and with this accessibility come threats. The Head teacher reassured the board that she is confident that we know our pupils well, and staff will know if something untoward is happening, but early intervention is essential so parents must remain vigilant. Children may have a technical know how but they do not have the emotional know how.

## **10. Curriculum and assessment update**

Assessment is ongoing; year 1 will take place on the 8<sup>th</sup> July. The latest Head teacher's report contains the latest assessment data.

External moderation of year 2 writing was discussed at length by those present. The Head teacher explained that teachers were coming from different schools and the



process carried out varied dramatically between schools. In addition, moderators were under a lot of pressure as they are expected to report which schools are exceeding and which ones are not. The Schools were split in different groups and categories. IF reported massive inconsistencies across the borough, let alone nationally. For instance, a pupil that was previously considered an exceeding pupil was labelled as poor due to lack of commas used on a piece of writing. IF pointed out that moderators are under pressure and we need to re-evaluate our processes whilst maintaining our professional integrity. The Head teacher expressed concerns regarding transition to secondary schools as pupils should not write in a robotic way and they must be able to spell properly. The Head teacher is concerned with varying approaches used by schools; moreover she believes that the system is failing some children. For instance, use of old terminology for new money, some considered exceeding pupils whom should be writing at level 6 are on level 5b. IF said that we need to help these children with transition, as the current system is not fair on them.

The Head teacher said the system is wrong, and maybe something is going to come back from the result. In terms of curriculum in school, the children are doing well, year 6 and other year groups, ramping up to the curriculum needs to improve - top down year 6. Each group should write from reception and the School carries out checklist e.g. year 4, punctuation and grammar checklist. Gaps are being plugged in earlier. We need to get the best out of teachers and pupils.

IF reported the whole process was a bit of a shake up. IF and LA have moderated well according to government guidelines.

**Q:** What was the feedback from secondary school regarding this variation?

**A:** IF said that a secondary school was present and answered questions. They were asking questions such as what are the schools doing to improve the curriculum and standards? Garth Hill College asked us to get pupils to write a piece of work with them. Other school is getting the work externally moderated.

The Head teacher reported that our School came out ok. But there will be some inconsistency between schools that are miles apart in terms of standardising the process. Some schools manipulate the results and it's detrimental to some children - specially the ones having to re-write work.

## **11. Staffing update**

No major update. Staffing structure came out today (14<sup>th</sup> June 2016), the Head teacher is not accepting requests from parents for class transfers or a particular class.

## **12. Update on Racial Incidents, Bullying logs and Exclusions**

The Head teacher had no racial incidents and bullying issues to report. There are four fixed term exclusions to report:

- 1- Fair access exclusion PST (2-3 days exclusion in between attending days) – for a child not able to access the school for two fixed term exclusions year 5 and year 3. The child was excluded twice for damage to school property – shattered the glass in one of the doors, but posed no danger to other pupils. The Head teacher expressed concerns about this child and emphasised



immediate intervention is needed. Our Local Authority is dealing with this child who is due to be moved to a therapeutic environment.

- 2- For a child who allegedly broken another pupil's finger – despite the fact no evidence was brought forward and the child who had a finger broken was not presented to the School. Due to this incident, year 5 environment is volatile, so the Head teacher decided to keep this child out of the School for reflection as per exclusion policy.
- 3- One vulnerable child excluded for biting another child on more than one occasion even though the child was warned against this sort of behaviour. This child might be leaving the School and is currently at a transition stage and an intervention might be carried out.

**Q:** Did the School use the policy to try to do everything in its power?

**A:** yes, the procedure was followed accordingly.

### **13. Policy Review Update**

The Head teacher reported that the policy has been updated recently, dates on the front needs updating – assessment recording marking and reporting policy. Clerk to make amendments.

**Q:** There was a query regarding governor's visits policy.

**A:** The Head teacher said Ofsted checked and were happy about the process. Governor during visits must check the books for consistency and this has been observed.

**Q:** When are the parent's evenings going to take place?

**A:** The Head teacher said parent's evening will take place every term, twice a year and pointed out that page 5 of the policy review needs to be amended. Clerk to make an amendment.

**Q:** How about the School's Safeguarding policy?

**A:** Bracknell Forest and Ofsted were pleased with the School's Safeguarding policy, which is similar to the Local Authority one. Clerk to update file and replace the Chair to Carley Perry.

**Q:** When is the review date?

**A:** The Head teacher asked the Clerk to make a list of policies, and statutory guides/procedures to be part of an action plan ready for September 2016.

The Chair pointed out that Nigel Duncan run training sessions last year for designated lead safeguarding officers. The Head teacher attended this training, which focused on extremism/radicalisation, but there are also training opportunities that covers FGM (Female Genital Mutilation) and CSE (Child Sexual Exploitation) which she believes governors and staff should attend.

**Q:** A query was raised regarding children's safety, people working with children and training for senior staff.

**A:** Some governors attend safeguarding training and the lead safeguarding officer undergoes training on a yearly basis.

**Q:** How can we maximise the safety of our recruitment process and safeguarding policy?



**A:** The Chair would like to note the two governors that are on safeguarding core panel must be attending training on a yearly basis. The Chair keeps a current master copy regarding governor's training which is updated yearly. Clerk to amend page 2-5 notify school and social care – children in child protection.

**Q:** Does the Head teacher notify the Local Authority of any exclusion?

**A:** Only if it's a CP child than we inform social care.

**Q:** What is the new contact detail for MASH (Multi Agency Safeguarding Hub)?

**A:** The Head teacher said MASH is a good point of call and their systems is robust enough to see us through. Bracknell Forest policy will be updated by September 2016.

**Q:** How about the police's report?

**A:** DG reports from the police are straight through and they tend to close off as soon as cases have been dealt with. The board decided to wait until September for the updated report.

#### **14. Bracknell School Networking Opportunities**

The Head Teacher said that the School is fostering partnerships with other schools and we are going to benefit from academic aspects and contribute with our pastoral care expertise. Bracknell Forest is not being forthcoming regarding Academisation and the Head teacher had no updates for the board. There are many unfinished proposals such as Behavioural Unit Resource and there is no pressure for our School to turn into an academy, thus the School current position is strong – it's a good sized school with no budget pressures.

**Q:** How was the Head teacher's motivation meeting?

**A:** The Head teacher said the motivation meeting was difficult with no clarity in terms of decision-making and no guidance was given regarding how to foster positive partnerships with other schools.

The Chair said time is on our side as we are getting ourselves prepared by having discussions and interventions locally such as sourcing funding for a speech therapist language resource. We have a statutory duty to provide support services from early age. We are making in roads to maintain some services here and all we can do is strengthen our governing body and ensure we are fully prepared.

The Head teacher added that she is constantly working towards fostering partnerships with other suitable schools by sharing staff for instance; however staff cannot be forced to work in another school. And it's important to discuss the quality of teaching as experience of children from outstanding school can be diminished by Head teachers and staff members being shared with other schools.

#### **15. AOB**

**Q:** A query was raised about transition.

**A:** IF said transition between our School and Garth Hill College is currently occurring in Math. The Head teacher added that transition is taking place in the next couple of days (14<sup>th</sup> and 15<sup>th</sup> of June) all communities are working together in all those transitions.



**Q:** More than previous years?

**A:** Not necessarily, however, this year is more Math oriented.

**Q:** When are the pupils visiting Garth Hill College?

**A:** On the 8<sup>th</sup> of July.

**Q:** Any update regarding the plan for new homes and primary school in Binfield?

**A:** Still no update. They submitted a provider request to DfE and it should come out in a couple weeks. Still within planning to be an academy and the new houses have been approved. The children will be sent to Easthampstead Park over a 7 year grace period offering reassurance to pupils. After the 7 year grace period end, they will be able to apply to Garth Hill College.

The Head teacher spoke briefly about the Governors School visit next week. Many governors have replied to her email. The Head teacher will re-send the agenda to Governors.

The meeting closed: 8.30pm