



Alma Park Primary School

Full Governing Body Meeting: **Minutes Thursday 13.02.20**

Achievement Partnership Success

Present:

Mr David Cooke	LA Governor (Vice-Chair)
Ms Shazia Dar	Co-opted Governor
Ms Kate Hickman	Parent Governor
Ms Karen Houghton	Co-opted Governor (Staff)
Ms Sam Howell	Staff Governor
Helen Hulme	Parent Governor
Ms Tina Kirwin	Assistant Headteacher for the sensory service / Co-opted Governor (Staff)
Ms Hannah McHugh	Parent Governor
Ms Monika Neall	Parent Governor (Chair)
Mr Charles Parfitt	Headteacher
Mr Ikhlas Ur Rahman	Co-opted Governor
Ms Carys Williams	Co-opted Governor

In attendance:

Ms Kathy Crotty	Clerk
Denise Samuels	Assistant Headteacher for inclusion

Any text in red bold italics represents Governor question (Q); challenge (C); Governor and/or clerk support (S). Black bold upright represents decisions and actions.

1. Welcome and introductions

The Chair welcomed all governors to the meeting. Helen Hulme was welcomed to her first FGB meeting.

2. Apologies

There were no apologies as all Governors were present.

3. Declaration of Non/Pecuniary Interests

- Monika Neall has two children in the school; Kate Hickman has one child in the school; and Hannah McHugh has one child in the school. Helen Hulme has two children in the school.
- Hannah McHugh works for a company that provides educational Psychology
- There were no other declarations of interest other than those already declared on the school website.

4. Declaration of Any Other Business

- Term Dates for 2020/21



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5. PP report – Denise Samuels

- The PP report relates to 2018/19. The funding of the purpose is to narrow the gap between disadvantaged and non-disadvantaged children. The eligibility is based on the child being eligible for FSM (free school meals) in the past six years; is a looked after child; or is the child of service personnel (of which there are none at Alma Park). Not all disadvantaged children receive FSM / PP and some PP children may not be educationally or socially disadvantaged.
- In 2018-19 Alma Park was allocated £158,260 and spent £192,508. The report identified a snapshot of interventions. The school supports more than academic achievement including well-being. The costings for this year are higher as this includes staffing for 39 weeks.

Q: Are the interventions just for PP children?

No all children benefit from the interventions.

Q: Is there any provision just for PP children?

Some interventions are targeted at PP children but any child can access and any children who need the interventions will receive them.

- The funding allocations for the different groups was included in the report. The achievement data for 2018/19 was positive. The proportion of pupils eligible for FSM is consistent with the national average at 16%. The percentage of children defined as disadvantaged and receiving the PP grant in this school is 21%.

EYFS outcomes

There has been a three-year upward trend in attainment in the prime learning goals and specific learning goals. There has been a 4% increase in PP children attaining GLD (good level of development) from last year. Literacy and maths are the focus for these children.

Q: Why has there been this upward trend?

There has been a tightening up of provision, observations of book club, more practitioners; management changes and some environmental improvements. The speech and language therapist have a high level of involvement in EYFS and this is now embedded.

Key Stage 1

In KS1 13 children (69%) met the expected standard. This has narrowed to an 8% gap. In KS1 reading 22% of PP children achieved the higher standard, which is higher than non-PP children at 21%. In reading 67% attained the expected standard which is lower than non-PP children but higher than the national average in writing and maths PP children were lower than non-PP children at the expected standard but PP children outperformed non-PP children at the higher standard. PP children are attaining higher in maths and are just below in science.

Key Stage 2

The KS2 data included two HI children. In KS2 PP children are performing lower than their peers. In reading 33% of PP achieved GD and this above the national average of 17%. In writing and maths PP children are behind non-disadvantaged children. In writing, 72% Of PP children attained the expected standard which is above the



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national average. In maths 83% of PP children met the expected standard, 87% of all children met the expected standard. The percentage of disadvantaged pupils achieving the higher standard matches the national average for other disadvantaged pupils.

Q: Is the success in maths due to the impact of the maths initiatives over the last few years?

Yes, the concrete operational approach has helped children especially at the younger age. The combined percentages match the national average and the GD (greater depth) is much higher than the national average. This is highest for 3 years. The initiatives have been successful.

Progress

The progress of disadvantaged higher attainers is greater than that of their non-disadvantaged peers in all three areas.

Q: The data is positive for high achievers but there is still a gap for lower achievers. Is this correct?

Yes, this is correct for reading, maths and writing.

Q: The progress figures for non-disadvantaged looked higher than the figures in the IDS. Is this correct?

This data has come from the IDS.

Q: The progress data is improved this year from last year, what is this attributed to?

This could be due to the cohort, also the impact of CPD; moderation; interventions; and booster classes.

Q: The picture is positive, but are there any other barriers not being addressed?

The data could include high level SEND children and they still perform better than the national average.

C: Governors asked about the enrichment engagement lunchtime coaches, if these were removed from the staff structure how would this impact on PP children?

Other staff can be upskilled. The sports premium has clear criteria. LOs can replace the sports coaches.

Q: Are there any other progress measures for PP children other than maths reading and writing.

There are intervention summaries and pupil voice include non-academic aspects.

Q: Are these other aspects reported?

The report only includes academic performance.

C: The budget shows expenditure is higher than the PP grant? Is this sustainable?

The school has always spent money on interventions to support children who need additional support.

Q: Where does this additional money come from?

This is from the general school budget.

Q: are there any PP children who do not need any academic support? Are there other things they receive?



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All children benefit from sports coaches, forest school, clubs, and Ghyll Head. All children benefit from the CPD of staff. The only children who have to evidence actual expenditure is looked after children. This is not the same for previously looked after children.

Q: Is there any therapeutic such as art therapy? Or is the money accounted for?

The pastoral team does offer a range of therapeutic interventions. Any requests for specific children would be considered.

Governors approved the pupil premium report for 2018/19

6. Minutes of the Last Meeting held 05.12.19, & Matters Arising

The minutes of the meeting held 5th December 2019 were approved as a true and accurate record.

Matters Arising

Action: Clerk to send the audit summary to Monika Neall.

This has been actioned.

Action: Headteacher will explore the unauthorised absences to see if any are a result of the climate strike.

The attendance for the week of 20th September 2019 was 98% and the attendance reduced to 95% on the day of the strike. The 3% could be ill health but this indicates a high engagement. There is another climate strike tomorrow and another comparison will be made. This strike has not been as well publicised.

Action: Headteacher to share attendance data when this is anonymised and reports on the different groups of staff.

This is work in progress and Governors agreed to carry forward this action.

Action: The Standards & Curriculum 07.11.19 minutes to be circulated after this meeting.

This has been actioned.

Action: Include the car insurance advice in the staff handbook.

This will be done in the summer term ready for Autumn 2020.

7. Analysis of Governor Skills audit

- Group training has occurred on operational versus strategic and on staff well-being. The gap analysis indicates planning is an area for development for Governors. Governors were informed about the many training opportunities. Governors were invited to ask the chair if they have any questions. The clerk referred to a list of online training courses filed under TG documents.

Action: Clerk to send list of training providers to new governors

8. Anti-bullying award



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- Each term parents are sent a bulletin and the latest bulletin was shared with Governors. There was a survey before xmas with the children and the findings are in the report. The summer online survey indicated some levels of bullying and this was anonymous so it was difficult to ascertain where. There does tend to be low numbers of incidents and any incidents are dealt with. This repeat survey was not anonymous to enable the school to take action.

Q: Did this latest survey include the foundation stage?

This survey was Yr1 to Yr6, and included all the children. In Yr1 and Yr2 it was teacher led. In Yr3 upwards the children completed the questionnaire themselves.

- This was designed to see how children perceived life at Alma Park. The results look healthy. 17% did not know the difference and this is concerning. Children can forget, misunderstand and behaviours can be ambiguous. Children do not always know what happens when bullying is reporting and this was evident in the findings. The final figure was unpicked with individual children in an informal manner. The findings indicate some of the incidents are more about falling out. 2% of children identified an experience of bullying and after this was explored this was reduced to 1% which was five incidents. The parents were brought in and the school dealt with this.

Q: Do the children know this was followed up?

Not yet, the children have been told this survey will happen three times a year and the school will look into this. There are other strategies such as worry boxes and children are encouraged to speak to adults about these issues.

Q: Are the experiences evenly distributed?

There were two in Yr2; two in Yr4; and one in Yr5.

Q: Was this the first time the school knew about these incidents?

Yes, and the pastoral team were involved in friendship issues in Yr4.

Q: Had these children told others in the school?

The Yr4 had used worry boxes and the pastoral team was dealing with this. The parent of the Yr4 child did not feel the child was bullied but the child did feel this. The Yr4 children have had intervention work in friendships. The school is pleased there is more awareness and can deal with this. The staff governor noted that children's time frame is different and many issues can remain in their minds for longer.

Q: Did you speak to the parents of the 1% identified in the survey?

No, this has been time consuming talking to the class teacher and dealing with this properly.

Q: Should the class teacher have a conversation with the parents?

One parent was unaware as the child appeared happy. The class teacher is part of the conversations. The school will recommend the class teacher is monitoring this.

Q: If the questionnaire was anonymous would there be higher numbers?

The questions were different on the non-anonymous survey and the findings are felt to be more accurate as definitions were clarified. Some children do see fall outs with friends as bullying and this work needed to be done with children. Parents also feel their child is being bullied when this is friendship issues. Going forward the school wants to ensure parents understand the school takes this seriously?

Q: Is there a correlation with the reflection sheets?



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There is one child who has many reflection sheets yet did not identify being bullied. There have not been analysis or cross referencing of the reflection sheets with the bullying survey.

Q: Was this survey collected in written form in class?

Yes, this was a written questionnaire.

C: How was this administered to those children with low ability?

Support staff or teachers read through each question to ensure the children understood.

- This is hoping to raise awareness and reassure the school population this is taken seriously. It was discussed how children's behaviour often reflects families under stress

Q: What are the visual messages in the school about anti-bullying?

There are posters, council, and the school has 'pals' which is children in a pastoral caring role. Playground leaders exist and there is an anti-bullying policy. This policy was made child friendly and statements were produced as indoor and outdoor posters.

9. Headteacher's Report

School improvement plan (SIP) and school evaluation statement/ form SES/SEF)

- The Headteacher had circulated a written report in advance of the meeting and this was uploaded onto TG. The Inset from April 2019 has been revisited in July 2019 and September 2019. The Inset looked like what is expected an Alma Park pupil to be like. This helped the school to identify the curriculum intent. The implementation will follow.
- There are two curriculum leaders leading on the overview. The new SIP has been devised with the new LA QA advisor Liam Tippier. The staff meeting last term and this term has focused on collating information and this is now ready to be shared on the school website. The subjects reviewed were listed in the report. There is now the additional of vocabulary and this links to enrichment activities. Each visit has a new dimension making the curriculum offering stronger.

C: Would you say all curriculum co-ordinators know the impact for their subject?

No, not yet. The expectation is this will develop over this academic year. There is a clear rationale.

Q: When will this be expected?

The intent, implementation and impact will be determined by the end of this academic year. Staff without remuneration are not expected to be left without a member of SLT when speaking to Ofsted. Staff with a TLR for their curriculum responsibility will be expected to be able to explain this to inspectors

Q: How is intent, implementation and impact measured?

Link Governors can ask staff, there is evidence to support staff judgments.

C: Do subject coordinators understand what is expected of them.

They should and the staff governor is a subject coordinator and she confirmed she is fully aware of what is expected.

- The school is undertaking "deep dives" and this will give the school some idea of what is expected.



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Q: There has been an observation of MFL and it was asked if the observation is of the staff or the children.

It is both. The observations of MFL went well and the outcomes are good. There are often adults walking into classrooms so the children are used to this. Children are proud to show their work. Staff tend not to tell the children before an observation to avoid unnerving them.

- Attendance is strong at Alma Park. This report identifies the attendance of the different cohorts. Staff training was identified. A local school has also undertaken the same restorative training from Stockport LA. The Forest school club is starting. There is much music in the school. Staff attendance is being compiled for the different groups.

Q: The SIP and SEF is an ongoing process and there is new software. Is this work in progress?

This has been shared with the QA and it was deemed too long. There are some areas of duplication to be amalgamated. The new Ofsted framework needs to be more embedded. The SEF is longer than previously and the SIP will be shorter than before.

Q: Will there be some actions as previous reports contained?

At this point this is an intent rather than strategies and actions. The software subscription will not be renewed.

Q: Are the SIP and SEF live documents or is there a start and end date?

These documents are for this academic year but there are some aspects missing. Governors were concerned the "tasks" were quite random and the school is aware of what it needs to focus on. The software is not liked.

Q: Who requires a SEF?

Historically the SEF is for inspection and this was the basis of the inspection. The SEF identifies the school's own judgements against the inspection criteria and the SIP is the plan of action for improvement. Both documents are for outside inspectors. These documents are also for Governors to monitor school performance and parents might want to see these reports. Governors felt the current version of the documents were not helpful.

Q: Will the next FGB have a completed SIP and SEF?

No but it will be more streamlined. The new curriculum and new inspection framework mean the reports will be carrying into the next academic year also.

Website update

The school is employing a website expert.

Q: Do parents look at the school website?

The analysis undertaken last year showed many pages had minimal hits.

Q: School spider can send notifications, do parents receive these?

Parents do not get any notifications. Parentmail should be sending messages when the teacher has uploaded new information. School Spider also could offer notifications.

10. Behaviour and Safety Update

- There were no issues to report under this item.



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11. Committee minutes – for information

- Extra Budget Meeting 13.01.20
- Chairs meeting 22.01.20
- Standards & Curriculum 23.01.20
- Staffing & Budget 06.02.20

The committee had spent some time reviewing the evidence for the SFVS. The budget sign off has to be before June 30th.

Governors formally approved the SFVS

12. Policies – for review and approval

Whistleblowing Policy

This is the current policy and it was presented to the last Staffing & Budget committee to see if there were any changes needed.

Action: Clerk to upload the Whistleblowing Policy onto the discussion forum of TG and to include this on the next agenda for approval

13. Governing Body Matters

Link Governor Reports:

(a) Kate Hickman – Data report

Q: The data for writing in Yr6 looks concerning, why is this?

This is partly a cohort issue. There are more points of reference and marking criteria which should be covered by the end of the year. The achievement will improve for most children but this cohort has some children who are not expected to attain. These children may not attain the SATS level but they will make progress. In theory everything should be taught by Yr6 and there is some recapping. However, some aspects are in more depth and need more recapping. The example was given of adapting the style of writing to suit the genre and this is a hard skill. The children are expected to remember much of their learning. The teacher will work on gaps.

The school is concerned about the writing as 70% of the children are not at the expected standard and this is mainly a cohort issue. Last year's moderation on Talk For Writing had encouraged freer writing but this cohort are struggling with this. The school has standards meeting three times a year to talk through issues and interventions.

The progress data is affected by more generous assessments lower in the school and there is much plugging of gaps.

(b) Monika Neall – SEND LAC & Safeguarding
Governors noted the Zen zone is working well.

C: Is the Zen Zone financially viable?

Yes, due to children with EHC plans.

There are more families declaring greater need and there needs to be wider discussion of safeguarding issues and how the school should be responding. There is much poverty in the school population.



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Q: How does the school decide who it can help?

Action: Clerk include on the next agenda: How the school can support families.
Ikhlās Ur Rahman to inform the debate about community initiatives

Diversity of the GB

The chair raised this issue as this is quite a white GB despite the recruitment trying to encourage a full representation of the school community. There were other people who applied to be a Governor who may have other skills to contribute to the school. There is a new chair of the PTA and there is a piece of software called “time-banking” and the school is keen to utilise the skills of volunteers. Cultural input was welcomed. It was suggested the GB can solicit views of the school community and the school does work on engagement. The engagement is hard and attendance at school events could be improved.

Q: Is the PTA a channel for new members to start working with the school?

It was suggested the school can attend more community events instead of waiting for the community to engage with the school. In terms of governance, the chair reported we need to be conscious of the ethnic make up. The SRE committee is more representative of the school community.

Training attended

Shazia Dar has attended MGA training on the new national funding formula and SFVS. All governors had attended the One Education mentioned in item seven.

14. Any Other Business

Term dates

There has been no staff feedback this year. The proposed term dates include the same allocation for training days. The school returns earlier in January 2021. EID is the end of summer term in 2021. (This year SATS and EID is on census day and this might affect budgets across the city).

- Autumn Term: Wednesday 2nd September 2020 - Friday 18th December 2020
- Spring Term: Tuesday 5th January 2021 - Thursday 1st April 2021
- Summer Term: Monday 19th April 2021 - Wednesday 21st July 2021

Governors approved the term dates for 2020/21.

15. Dates of next FGB Meetings – 4.30pm

- Thursday 26th March 2020 (Budget closedown)
- Thursday 14th May 2020
- Wednesday 1st July 2020



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Signed.....
(Monika Neall Chair of Governors)

Date

Meeting closed 18.30

Summary of actions

- Carry Forward Action: Headteacher to share attendance data when this is anonymised and reports on the different groups of staff.
- Action: Clerk to send list of training providers to new governors. ***This has been actioned.***
- Action: Clerk to upload the Whistleblowing Policy onto the discussion forum of TG and to include this on the next agenda for approval
- Action: Clerk include on the next agenda: How the school can support families.