

ENFIELD LEARNING TRUST
MEETING OF THE LOCAL GOVERNING BOARD
CHESTERFIELD PRIMARY SCHOOL
Chesterfield Road, Enfield EN3 6BG

MINUTES - PART 1
9 November 2016

Members:

Charlotte Byham (Chair)
Kaaren Holmes (Associate Headteacher)
Jan Beard (Co-opted)
Kim Stephenson (Staff/Deputy Headteacher)
Lancelot Murray (Parent)
Vacancy x 2

Also Attending:

Matt Miller (ELT Consultant)
Tijen Hassan (Head of School)
Kelly Gradwell (Head of School)
Pauline Bagley (Clerk)

1. APOLOGIES FOR ABSENCE

NOTED that there were no absences. Kaaren Holmes welcomed everyone to the first meeting of the Local Board and introductions were made.

2. DECLARATION OF INTEREST

Governors were given an opportunity to declare an interest in any item appearing on the agenda. No declarations were made.

3. MINUTES AND MATTERS ARISING

NOTED that as this was the inaugural meeting of the Chesterfield Primary School Governing Board, there were no previous Minutes to receive.

4. SCHOOL SELF-EVALUATION FORM (SEF)/SCHOOL DEVELOPMENT PLAN (SDP)

RECEIVED the updated Self-Evaluation Form and the SDP, copies of which are included in the Minute Book; these documents had been circulated to Governors in advance of the meeting. The following matters arose from consideration of the SEF and SDP and through Governors' questions:

NOTED that

- (a) **a question was asked** about the current outcomes of the self-evaluation in terms of outcomes for pupils which, unlike the other categories, had a qualified good/outstanding. It was confirmed that although the School judged itself as being outstanding in this category, it was possible that due to the data, Ofsted would judge this as no better than good. It would be necessary to persuade them otherwise by setting out the context;

- (b) the Chair emphasised that the School had good evidence on pupil progress from very low starting points. Governors were informed that the data on progress included SEN pupils and if necessary they could be provided with data with and without SEN;
- (c) **in response to a question** about a national perception regarding the difficulty pupils found with the SATs this year, it was confirmed that Chesterfield pupils were below floor targets in attainment but exceeded expectations in progress; examples were given as to how the School had performed when compared to national averages;
- (d) it was explained that progress was a strength of the School. However, the same could not be said of attainment. **A question was asked** as to whether floor targets could be explained; Tijen Hassan responded that these were Government expectations for reading, writing and maths. She added that the significant issue this year was the reading test which had a detrimental effect on the combined figure. It was noted by Governors that one in two pupils nationally performed below expectation which demonstrated the importance of addressing various issues earlier in a pupil's school career;
- (e) **a question was asked** as to what was being done to address the identified challenges. Governors were informed of the high level of analysis that was undertaken through the RAISEonline and Data dashboard. The position would be clear by December and a further report would be presented to the Board next term. After all the analysis had been undertaken, this data would be included within the School Development Plan;
- (f) **in response to a request for KS1 data**, Kaaren Holmes said that it was early days as RAISEonline had only just been produced. ARE outcomes were set out in the SEF with an explanation that there was no combined data or data from within Enfield and that Chesterfield pupils came from a very low starting point. The headlines were:
- Reading 63% (national 74%)
 - Writing 50% (national 65%)
 - Maths 62% (national 73%)
- (g) in answer to a **question** about KS2 outcomes the Kelly Gradwell said that the teacher assessments were accurate; the tests this year differed from previous years and the reading had been based on vocabulary which was an area of difficulty within the School as a high proportion of pupils were EAL. Many found high level inference skills very challenging. The Board discussed the content of the reading paper and how questions could be interpreted in two ways. It was the consensus that the paper had not been realistic in terms of helping pupils to develop self-confidence. Consequently Reading was a whole school focus this year.

An explanation was given as to how moderation and standardisation was achieved through staff meetings and cross moderation with Bowes and Haselbury. In addition Kelly Gradwell, Tijen Hassan and several staff were part of the Years 2 and 6 moderation workshops and delivered moderation on behalf of the Local Authority;

- (h) **a question was asked** about what was being done differently this year. It was explained the detailed analysis had been undertaken on the test paper to ensure future lesson delivery included increased practice to answer questions; additionally, a focus on key skills and the development of a love of reading;
- (i) Governors **asked** how they could tangibly support progress and achievement; this could be via a Governor award, certificates etc. Kaaren Holmes responded that the School was about personal bests and this suggestion would need some thought before coming up with possible ideas;
- (j) Charlie Byham (Chair) referred to a love of reading theme and **asked** whether the current Childrens Laureate project of every school in the country having a library etc had been considered by the School.
RESOLVED that this suggestion would be further investigated, however children did already visit the local Ordnance Road library.
ACTION: KAAREN HOLMES

(k) School Development Plan Priorities

The SDP priorities report referred to the various issues the main three are:

- (i) **raising attainment in reading in KS2.** This included trips to the library, book corners, library loan service, word of the day etc. The School had strong teachers in Year 6 who had been disappointed with the SATs outcomes after working hard during the year. These teachers were solidly Good and Outstanding through evidence of observations of their English and Maths lessons;
- (ii) **feedback for Learning:** An explanation was given about the new no marking project that had been trialled as Trust project last term, then introduced across the Trust in response to the “Eliminating Unnecessary Workload in Marking Report”;
- (iii) **in response to a question** as to the frequency of pupil self-assessment, it was explained that staff had been trained and pupils then taught how to be self-critical. Pupil conferencing was taking place at least weekly for maths and daily for writing.
- (iv) **a question was asked** about evaluation of the effectiveness of the new policy. Tijen Hassan responded that there was termly moderation and 1:1 meetings with each teacher to see if they were successfully meeting the criteria. Additionally success would be demonstrated from pupil outcomes. During the trial there had been no dip in standards and teachers were able to spend quality time in planning lessons;
RESOLVED that some example books and annotated plans would be presented at the next meeting.
ACTION: TIJEN HASSAN & CLERK
- (v) Chalrie Byham (Chair) thought that this was one way of helping pupils to become self-critical which would benefit them in in the future;

- (vi) a bid for funding had been made to go ahead with a project to disseminate the practice wider;
- (vii) **the third key area was to raise the impact on teaching and learning in Early Years** through various actions including being part of a local authority project with other schools. The main focus was for children to reach a Good level of development by the end of Reception, and ARE by the time pupils finished Year 6;
- (viii) **a question was asked about** SEN and high needs pupils and whether they came from the local community or beyond. Governors were informed that a high number of local pupils were local, but had never had pre-school provision. Additionally, a higher than average percentage had particularly high needs including EHCPs on intake - even in Early Years, which shows the level of need. A great number of interventions were being delivered, particularly with communication and the school had secured the services of an Outreach PSA from Hazelbury Children's Centre for one session per week to help identify children's needs and secure further speech language support, plus school employed a speech and language assistant to work in Reception. Various initiatives were being delivered to families to encourage engagement.

The Local Authority had moderated the Schools Foundation Stage and were fully aware of the very low starting point of pupils coming into school. It was important to demonstrate the context of the School during an Ofsted inspection.

RESOLVED that updates would be presented on all three priority areas to the next meeting;

ACTION: KAAREN HOLMES, TIJEN HASSAN & CLERK

- (ix) **in response to a question** as to whether there would be external aspect reviews, it was confirmed that Deborah Thompson was supporting the Trust in an advisory capacity. In addition, engaging external moderators in the future was being considered.

5. SAFEGUARDING

Clerk's Note: This item was considered later on the agenda to accommodate the attendance of the two Heads of School.

(a) Pastoral Information

RECEIVED the Summer term 2016 statistical information, a copy of which is included in the Minute Book.

- 0 Child protection (safeguarding) referrals to social care;
- 0 Allegations against staff reported to the Lead Officer for CP;
- 0 Racial incidents;
- 2 Pupils (5 exclusions for 16 days total). 1 x persistent Year 6 now gone; 1 x Year 3 SEN at St Mary's;
- 0 Fixed Term exclusions more than five days;
- 0 Permanent exclusions;
- 0 Serious bullying incidents;

- 0 Significant safeguarding issues, whether to do with sexual behaviours, radicalisation or any other form of threat or risk to young people.

NOTED that

- (i) due to exploring various ways to avoid exclusion in particular within those cohort of pupils who were very challenging, incidents had dramatically dropped over time;
- (ii) the downward trend was extremely pleasing; if the incidents perpetrated by SEN pupils and the Year 6 child were disapplied, the final figure for fixed exclusions for the year would total 15 days;
- (iii) all staff were required to undertake safeguarding training at the start of term; the statutory three year training had happened last year;
- (iv) with the exception of one person, all staff had undertaken Prevent training and this person was on a waiting list to attend;
- (v) a safeguarding steering group had been set up within the Enfield Learning Trust;
- (vi) Governors discussed the need to carry out specific risk assessments for those pupils in close proximity e.g. to gang related crime etc. and how this made them more vulnerable. In response to a request for training in this aspect, Matt Miller undertook to take this matter forward;
ACTION: MATT MILLER
- (vii) **in response to a question** as to whether a risk assessment should be carried out for individual sites within the Trust, it was confirmed that this would be the requirement.

RESOLVED that Kaaren Holmes would need to clarify whether and where this information should be reported in the future.

ACTION: KAAREN HOLMES

(b) Safer Recruitment

NOTED that

- (i) all members of the SLT had been trained and all staff vetted including DBS checks before they were allowed to start at the School;
- (ii) the Chair had come into school to review the Single Central Register (SCR) and had reported the outcomes on this and other safeguarding matters to Governors;
- (iii) the SCR now included the Barring List for all teachers and senior staff, in addition all volunteers were DBS checked;
- (iv) all staff were required to read and sign annually that they understood the Keeping Pupils Safe guidance. They had also undertaken the quiz produced by the Local Authority. It was good practice for Governors to undertake this training.

RESOLVED that Kaaren Holmes to follow up and email it to Matt Miller for possible use in Governor training.

ACTION: KAAREN HOLMES

- (v) Charlotte Byham, Chair of the Local Governing Board, had volunteered to act as Safeguarding Link Governor.

REFERRED to the Trustees that they note and endorse the appointment of Charlotte Byham as Safeguarding Link Governor.

6. INCLUSION FOCUS

RECEIVED the SEN and Pupil Premium summary reports, copies of which are included in the Minute Book.

(a) Looked After Pupils

NOTED that

- (i) the School had two looked after pupils; one in Year 1 and the second attending St Mary's. There were four pupils on kinship arrangements (living with a nominated person);
- (ii) **in response to a question**, both pupils were on track. The pupil attending St Mary's had behaviour difficulties; however this child was accessing education provision;
- (iii) **a question was asked** as to whether pupil premium pupils had a designated teacher. A named person had not been identified, however this issue would be addressed and the designated person would probably be Kelly Gradwell;

(b) Disadvantaged Pupils

NOTED that

- (i) details of the impact on pupil premium pupils based on 2016 evidence was set down in the written report;
- (ii) it was the consensus that the School was doing excellent work in this area and that appointing a Link Governor for Pupil Premium would be good practice.

REFERRED to the Trustees that they note and endorse the appointment of Jan Beard as Pupil Premium Link Governor.

- (iii) it was the intention to produce a strategy to be read alongside the Pupil Premium report and to upload it onto the website once the new site went live. It was anticipated that the website would be operational before Christmas;
- (iv) **questions were asked** about the dip in pupil premium income. It was confirmed that part of the difference was due to the universal Free School Meals in year 1 and 2. The financial year now runs from September to September. It was noted that Free School Meals (FSM)

was still significantly above national and this was despite the change in eligibility criteria, as the School was situated within a very deprived community. There may be some families who do not wish to claim. **In response to a suggestion** that some parents might be too proud, it was conceded that this could be the case. However, only a National Insurance number was required to identify pupil premium eligibility and this information could be obtained from the Local Authority and school asked parents to recheck regularly; we are targeting these year groups to maximise uptake and therefore PPF income.

- (v) **a Governor asked about healthy eating and whether there were guidelines for packed lunches.** It was confirmed that the School complied with all regulations and the Local Authority regularly reviewed menus. It was confirmed that the menu was available on the website and there were nutritional guidelines for packed lunches which were informally monitored by staff;
- (vi) one Governor was concerned that many pupils were not able to properly use cutlery etc as she had experienced this whilst coming into School for Christmas lunch. Kaaren Holmes responded that staff especially in early years spent a lot of time training children in this type of basic activity.

(c) SEND

NOTED that

- (i) a significant number of pupils (262/30%) were on the SEN register; the School was working at capacity to deliver provision for these pupils;
- (ii) **in response to a suggestion** that the higher numbers might be due to the School being better at identifying needs, it was confirmed that the School had a very experienced SEN team. If more Education Psychologist time was available to the School, there would be even more pupils identified;
- (iii) Kaaren Holmes (Associate Headteacher) **responded to a question** as to whether the School's good reputation in accommodating SEN pupils meant that some parents from outside the area chose to send their pupils to Chesterfield. She conceded that there was an element of this, however it was felt there was also a high level of need in the local area, and analysis of mobility also indicated intake of more needy children as casual admissions;
- (iv) around 71 pupils accessed the learning mentor programme;
- (v) it was the intention to update the PASS survey (pupil attitude towards self in school) which was undertaken annually.

RESOLVED that the results would be presented to the next meeting.

ACTION: KELLY GRADWELL & CLERK

(d) White British Boys (WBB)

NOTED that

- (i) the following data was presented to Governors (there were some overlaps):
 - Reception - 5 WBB – 0 pupil premium, SEN or at ARE;
 - Year 1 - 6 WBB – 2 pupil premium, 2 SEN, 2 at ARE;
 - Year 2 - 9 WBB – 6 pupil premium, 4 SEN, 4 @ ARE;
 - Year 6 - 7 WBB – 3 pupil premium, 4 SEN, 3 @ ARE;
- (ii) **in response to a question** as to assurance that everything possible was being done to address issues with white British boys, it was confirmed that all categories of concern were addressed in different ways;
- (iii) it was confirmed, **in response to a Governor's question** about identifying and monitoring WBB, that teachers were aware of all the groups of concern. Governors were advised that comparatively there were very low numbers of WBB in any one class. Some of these might be potential high achievers but who lacked aspiration. It was important to raise their aspirations and to engage with hard to reach families;
- (iv) it was understood that a significant group in terms of EAL pupils were the Turkish boys. It was confirmed that overall 16% of pupils in School were fluent English speakers and that fell to 4% in Year 1 (however there was in excess of 4% of pupils in Year 1 whose first language was English);
- (v) **a question was asked** about mobility. It was a fact that many families were being moved away from Enfield to relocate to cheaper areas in other parts of the country. However, those replacing them at the School were coming in with very low starting points and were very vulnerable.
- (vi) Governors thanked Tijen Hassan and Kelly Gradwell for their comprehensive reports. They left the meeting at 7.40pm.

7. ENFIELD LEARNING TRUST/BRITISH VALUES

RECEIVED a whiteboard presentation on ELT and British Values.

NOTED that

- (a) there were four main areas and aims to cover within the curriculum, delivered through SMSC;
- (b) Chesterfield values were depicted in the presentation through graphics and covered Respect-Responsibility-Safety-Collaboration-Resilience-Success;

- (c) the values were prominently displayed throughout the site and details of the delivery of values were circulated widely, including through the newsletter;
- (d) **a question was asked** about circle time. It was explained that a mix of strategies were used to resolve issues with pupils, including Circle Time and . Jenny Mosely had provided training to staff on behaviour and wellbeing strategies. She would be returning to Chesterfield to deliver a two day training event that she has delivered on a national scale and two staff could attend. A class reward system (Chesterfield Jar of Good Choices) has been introduced which was linked to the Chesterfield values; this has become fully embedded throughout the School;
- (e) all sites across the Trust have been asked to come up with a model of School Pupil Parliament. Kaaren Holmes explained how the Chesterfield model had been set up and how it worked;
- (f) as part of rebranding separating Chesterfield from the Bowes Learning Alliance and becoming Enfield Learning Trust, Kaaren Holmes showed Governors draft new logos including a kite. Governors said that they were liked and were appropriate. The school website is also being redeveloped.

8. FINANCE/PERSONNEL

(a) Finance

Governors discussed the need to receive information regarding the financial position of the School particularly as they were required to consider and decide on various activities within their remit that would inevitably have financial implications. Matt Miller advised that the Board had no remit in terms of how funding was delegated to the School and therefore discussion of budgets and finance had limited value. However, as Governors were concerned that they could not effectively carry out their governance duties in the absence of details of the budget, Matt Miller undertook to take these views forward and to report the outcomes at the next meeting.

ACTION: MATT MILLER & CLERK

(b) Personnel Update

REPORTED that

- (i) two teachers and three support staff had left at the end of the Summer term 2016;
- (ii) the School was full staffed at the beginning of the current Autumn term.

9. PREMISES

(a) Health and Safety Update

NOTED that

- (i) health and safety inspections were undertaken termly; the report of last term's outcomes had been circulated to Governors;

- (ii) **in response to a question** as to whether any remedial work was outstanding, Governors were told that there was nothing outstanding;
- (iii) a question was **asked** about PAT testing and whether this was complete. Kaaren Holmes undertook to liaise with the site manager to confirm this.

ACTION: KAAREN HOLMES

- (iv) the following work had been undertaken during the summer break:
 - Fire escape health and safety upgrade;
 - Yellow marking on step edges;
 - A strip of tarmac laid in the Reception playground;
 - Creation of Phoenix 12 – an ARP for pupils with autism and complex needs. There were currently two pupils in the provision, one being funded by the Local Authority.
 - One Office upgrade

(b) Staff/Pupil Wellbeing

NOTED that

- (i) Kim Stephenson's office had been refurbished and was now a much better environment to work in. The refurbishment had been well received;
- (ii) **in response to a question** as to a quiet room provision for staff, it was confirmed there was a separate PPA room in addition to the main staff room
- (iii) a perimeter fence outside the Nursery area was unstable and was due to be replaced.

10. GOVERNOR TRAINING AND DEVELOPMENT UPDATE

REPORTED that a conference entitled 'One Term On' has been arranged to take place at Theobalds on 28 January 2017, 9am start. Matt Miller suggested that one of the items that might be raised could be the issue of finance discussions at local level. He added that any training identified by Governors would be arranged by him or other sources; it was confirmed that the School had bought into the Local Authority training SLA.

11. MATTERS TO BE REFERRED TO TRUSTEES

NOTED that the following matters had been identified to be referred to the Trustees:

- Considering finance at a local level;
- Endorse the appointment as Link Governors:
 - Charlotte Byham - Safeguarding
 - Jan Beard – Pupil Premium

12. EVIDENCE CAPTURE

NOTED the following key discussion points linking to improving outcomes for pupils:

- Ensuring a safe physical environment to learn (Minute No. 9);
- British Values; empowering pupils (Minute No. 7);
- Inclusion; ensuring disadvantaged groups were being identified and supported (Minute No. 6);
- Safeguarding; keeping pupils safe in School (Minute No. 5);
- SEF/SDP; driving up standards in teaching and learning (Minute No. 4).

13. ACTION POINTS

See Appendix

14. DATES OF MEETINGS

NOTED that dates of future meetings would be agreed by the Trustees. Governors indicated that their day or preference was Wednesday, with a 6pm start time.

15. ITEMS TO REMAIN CONFIDENTIAL

RESOLVED that none of the above be regarded as confidential.

Confirmed and signed at a
meeting of the Trust
held on the day
of 2017

Chair.....

MIN NO	ACTION	BY WHOM
4	Pupils' Laureate project	Associate Headteacher
4	SDP/SEF updates and sample books & plans	AsHT/Heads of School
5	Future destination of Safeguarding /pastoral data	Associate Headteacher
5	Safeguarding training inc RA	Matt Miler/AHT
6	PASS survey feedback	Kelly Gradwell
8	Finance discussion at local level	Matt Miller
9	Outstanding site work feedback	Associate Headteacher
14	Dates of future meetings	Matt Miller