

GOVERNING BODY OF EVERSLEY PRIMARY SCHOOL

Address Chaseville Park Road, London N21 1PD
Telephone No 020 8360 5159

1 May 2019



MEMBERS

- Hadiza Adeyami
- Hannah Connors *
- Ingrid Cranfield
- Judy Ellerby (Chair)
- Prafulla Pujara *
- Doulla Kleanthous Towli
- Samantha Williams (HT)

- Flora Georgiou (Associate)
- Hayley Kirkpatrick (Associate)

* Denotes absence

Also Invited:

Alice McLellan and Ann Munro, Minute and Advisory Clerks.

MINUTES – PART 1

1. APOLOGIES FOR ABSENCE

Apologies for absence from this meeting were received from Hannah Connors, Prafulla Pujara and Flora Georgiou.

2. DECLARATION OF INTEREST, PECUNIARY OR OTHERWISE IN RESPECT OF ITEMS ON THE AGENDA

Governors were given the opportunity to declare any prejudicial interest they might have in respect of items on the agenda. No declarations were made.

PROCEDURAL ISSUES

3. MINUTES AND MATTERS ARISING

RESOLVED to defer the signing of and matters arising from the Minutes of 25 March meeting, to the next meeting.

Action: Clerk

4. PROGRESS AND ACHIEVEMENT

RECEIVED the Eversley Data Report Spring Term 2019, a copy of which has been included in the minute book.

(a) Reception

REPORTED that

- (i) The school was pleased with the spring data. Reception was performing well and was above the national average in all areas. GLD was 79% last year. The school was putting strategies in place for topics children were achieving less in, for example 'The World.' Park visits have been introduced on Fridays, to help develop children's ability to achieve outcomes in Physical Development. Summer data would be submitted on 28 June 2019.
- (ii) In response to a **QUESTION**, reception pupils were being assessed throughout the year. Progress was tracked based on interventions such as tapestry and observations were logged. Assessments were ongoing.
- (iii) CP4 data showed a concern for boys across the school. There was a need to narrow the attainment gap between boys and girls. Boys were performing better than girls in technology but were poorer than girls in moving and handling, reading and people and communities. The school was working to improve these areas by practicing fine motor skills and using Dough Gym to target pupils in a fun way. An upcoming superhero theme was designed to interest both boys and girls.
- (iv) EAL students were underachieving. EAL students scored lower in understanding, speaking and self-confidence and self-awareness. EAL students showed higher attainment than Non EAL children in reading and writing. Staff said that EAL students were good at learning through phonics. With regards to Pupil Premium EAL pupils, as only 4 out of 89 students were Pupil Premium the data could be easily skewed.

- (v) It was requested that case studies are to be written in a staff meeting in July to show the efforts made to reduce gaps in attainment. The school was in the process of obtaining statements for some SEN children and will write case studies to reflect the support they have been given throughout the year.

(b) Year 1

REPORTED that:

- (i) CP4 was 83% on track for reading and rose from 19% above at the start of 2018 to 24%. Writing improved from 79% on track to 82% and percentage above rose from 17% to 25%. Results in Maths stayed the same. Boys were underachieving in most year groups. The school improvement plan contains milestone steps, which ensures that each year group are on track to achieve attainment targets in all areas at different points of the year.
- (ii) The school had targeted reading by increasing adult support to 5 TAs in class during reading. This was working successfully. Strategies from Letters and Sounds and Read Write Inc were introduced as a method of developing phonics. Resources had been useful, and pupils are more engaged and enthusiastic.

(c) Year 2

REPORTED that:

- (i) ARE+ for Writing was predicted to be 85.6%. The school was aiming for 30 % exceeding which was above the national average. Reading was predicted to be 88.8% and Maths was predicted to be 86.7% which was an increase from the previous year when Maths was 84%.
- (ii) Children were targeted in the afternoon for interventions. More TAs were being used for support and small group sizes were in place with the aim of bridging gaps.
- (iii) A **QUESTION** was asked regarding class 2F showing a lower percentage of pupils on track and above than the other classes. Staff reported that a student teacher had now been assigned to help the class so that the class can be split for smaller working groups. In answer to a further question the behaviour in Class 2F was good.
- (iv) In response to a **QUESTION** regarding daily supported reading, this was being done at different times throughout the school so that 5 adults could be in the class at once. Adults moved from class to class to support pupils and this was working well.

(d) Year 3

REPORTED that:

- (i) The percentage of pupils on track for reading at the start of 2018 was 84%. CP4 had shown the percentage of pupils on track for reading to be 82%. The percentage of pupils exceeding in Writing had increased from 27% to 41% and for Maths had increased from 30% to 40%. Boys were underachieving with Reading and Writing but were on track in Maths.
- (ii) There were some complex SEN cases in Year 3. Case studies would be used to display this.

(e) Year 4

REPORTED that:

- (i) Year 4 data was lower in some areas than other year groups. The baseline for Reading was 73% and CP4 had shown 74% of pupils were on track. There had been a 4% dip in Writing from a 71% baseline to 67%. Maths had decreased from 84% at baseline to 72%. Boys were underachieving in Writing and there had been some behavioral issues in lessons, but these are being addressed by the Learning Mentor and SMT.
- (ii) Top Tip Maths had been introduced as a morning intervention. Pupil progress meetings were used to identify problems and intervention groups were set up.

(f) Year 5

REPORTED that CP4 data had shown that reading had remained the same as baseline at 87%, however the percentage of pupils exceeding had fallen from 47% to 23%. Baseline figures for writing were 84% which had dropped to 62% for CP4. This could be explained by an NQT being overcautious when marking and scores were going to be cross moderated. A dip in Maths scores was likely due to some topics not having been covered yet.

(g) Year 6

REPORTED that:

- (i) CP4 data had shown that 78% of pupils were on track. Last year's results were 92% and the school was predicting 89% this year. There were many SEN pupils in Year 6 so case studies would also be provided. 80% of pupils were on track in Maths. Last year the school achieved 92% but were predicting 93% this year after interventions. 74% of pupils were on track in writing. Last year the school achieved 83% and they were predicting 86% this year.
- (ii) Scores combined were currently at 71%. Last year's results were 77% and the school was expecting this to see an increase this year.

5. **PUPIL PREMIUM**

RECEIVED the Pupil Premium spending 2018-2019 document, a copy of which had been included in the minute book.

REPORTED that:

- (a) There were 68 Pupil Premium children at the school. The school had received £96,740 of Pupil Premium funding for the 2018-2019 year.
- (b) A large amount of Pupil Premium funding was spent on an Educational Psychologist to help with pupils with attachment difficulties. Pupils in reception were being supported with their language, social skills and fine motor skills via a 'Toms Team' intervention twice weekly.
- (c) Some funding was used for some pupils to have private music lessons. These were found to be successful. A chess club was introduced that was going well and pupils were enjoying it.
- (d) In response to a **QUESTION**, activities were chosen by identifying areas needing improvement and introducing provisions that would help. For example, 30-minute touch typing sessions were introduced twice a week to improve fine motor skills.

6. **SCHOOL IMPROVEMENT PLAN 2018-2019**

RECEIVED a copy of the School Improvement Plan 2018-2019, a copy of which has been included in the minute book.

- (a) Key Areas

REPORTED that the school had created a 3-year plan from 2018-2021. The school had identified some key areas to focus on. These were mental health, an engaging curriculum, daily provisions for SEND pupils and reducing the gender gap in attainment and progress. Pupil Premium would be a key area of the School Improvement Plan from September 2019.

- (b) Wellbeing

REPORTED that:

- (i) The school was on track in many areas such as leadership and management; improving staff wellbeing and teacher workload. However, some areas still required work such as exploring new software and resources to reduce teacher workload. Consequently, some steps have been made to help staff wellbeing. The school had a wellbeing committee which was developing a quiet space for staff as well as a wellbeing staff survey. New smart TVs were

introduced which had helped staff, but some technological issues were causing issues.

- (ii) Staff meetings were moved from after school to a Wednesday morning. Support staff covered classes during these meetings. Training was introduced once a month for TAs and LSAs, and a wellbeing inset day was organised. In Year 6 a LA trained individual for ICT had been introduced to provide teachers with more marking time. PPA was greater than previously and was planned to increase next year to four and a half hours a week. SEND planning was to be done by the teacher not LSAs. Observations would be carried out to look at how SEND was planned for and challenged in class. Hayley Kirkpatrick had attended a Mental Health Lead course with attached modules and external ongoing support. The school was on a waiting list for counsellors from Place2Be who would offer weekly support to children. Worry boxes were introduced by a teacher who had found these to be successful.

(c) Professional Development

REPORTED that some work was still required for staff to take greater ownership of professional development for themselves. The school had organised Teaching and Learning review days so that staff could identify areas that they wanted to develop. One member of staff who was interested in agile teaching had been to observe this and was now using this professionally in lessons.

(d) Values based curriculum

REPORTED that:

- (i) Work to develop a values-based curriculum was ongoing. The school was starting Eversley Parliament in September. Pupils would present assemblies and vote for a Prime Minister.
- (ii) Waste Warriors was introduced as a method of cutting household food waste and making children and parents aware of this issue. Pupils went to Edmonton Green to speak to the public about reducing waste.

(e) Milestone Steps

REPORTED that Milestone steps in Year 5 Writing were not on track. Data from April 2019 showed 83% target ARE and 62% currently, and 40% target GDS, 11% currently. Phonics was on track at 70%. Milestone step achievement for boys was not as good as girls but pupils were still doing very well. Boys in Year 4 and 5 were scoring lower than expected in Writing. Year 4 and 5 expected AREs for April 2019 were 80% and boys were currently at 57%.

- (f) **NOTED** in response to a **QUESTION**, on page 4 of the School Improvement Plan 'Classroom observation information through Appraisal, partnership teaching and

Teaching and Learning Review days' would be changed to 'Appraisal through classroom observation, partnership teaching and Teaching and Learning Review days.'

- (g) **NOTED** that an evaluation tool for governors was requested to be added to the next Governing Body Agenda. This would help governors to evaluate their own effectiveness in accordance with Ofsted criteria.

RESOLVED to provide this tool.

Action: Clerk

7. **QUALITY OF TEACHING AND LEARNING**

- (a) Peer coaching

REPORTED that the quality of teaching at Eversley was 97% good or better. Two observations took place a year instead of three as done previously. The school had found peer coaching to be more effective than a third lesson observation. Instead of an observation in the Spring term, peer coaching was carried out. Although this still required paperwork from staff, peer coaching was seen as a positive alternative to lesson observations. A triangulation approach was used in the Summer term, evaluations were based on books, planning and data. Observations still took place if there were any concerns around the quality of teaching.

NOTED in response to a **QUESTION**, performance management was reflected by an increase in pay for teachers.

8. **PE AND SPORTS PREMIUM**

RECEIVED a verbal update of the PE and Sports Premium. The Evidence Impact Statement would be updated at the end of the year. PE equipment had been replenished. New netball posts and table tennis tables were installed. PE and Sports Premium was also used for apprentice salaries.

The PE and Sports Premium for next year had been doubled, to £22,300.

9. **POLICY REVIEW**

- (a) EAL Policy

REPORTED that the inclusion manager was Shirley Gonzales. As one staff member was on maternity leave the Headteacher had been assisting with SEN. The SEN governor had planned to meet with Shirley to make sure appropriate support was being given.

- (b) Complaints Procedure

NOTED the best practice for Complaints procedures published recently.

<https://www.gov.uk/government/publications/school-complaints-procedures>

This would be emailed to the full Governing Body.

Action: Headteacher

CLOSE OF MEETING

10. **NEXT MEETING**

NOTED that the next Full Governing Body was on 1 July 7pm.

RESOLVED that the dates for next year's meetings would be emailed and confirmed at next Governing Body meeting.

Action: Headteacher/Clerk

The meeting concluded at 20:41

Confirmed and signed at a
meeting of the Governing
Body held on the day
of 2019