



Heygreen Primary School Local Governing Body (LGB)
Meeting Held on 29 January 2018
 Rainbow Education Multi Academy Trust (REMAT)

Present

Mr A Toole- Chair
 Mrs J Taylor – Vice Chair
 Mrs N Rutter – Headteacher
 Mr D Cadwallader
 Ms D Bimpson
 Mrs E Cowley
 Mrs V Martinez-Starnes
 Mr A MacQuarrie

Also Present

Ann Whitelaw – Acting Clerk

18/01	WELCOME/INTRODUCTIONS	Action
	I. The Chair welcomed everyone to the meeting. Governors introduced themselves. II. Dave Cadwallader agreed to circulate the Governor skills audit templates to be completed and returned to him. He would produce the skills matrix (which would be anonymous) to be shared at the next full business meeting of the Governing Board. It was noted that although this was a PDF document it would allow Governors to complete the template.	DC/All
18/02	APOLOGIES FOR ABSCENCE	
	An apology for absence was accepted from Jonathon Nichols (Executive Headteacher)	
18/03	DECLARATIONS OF INTERESTS	
	I. It was noted that all Governors had previously completed declarations of interests proformas. II. There were no declarations submitted for this meeting.	
18/04	MINUTES OF THE PREVIOUS MEETING HELD ON 8 DECEMBER 2017	
	The minutes of the previous meeting held on 8 December 2017 had been circulated prior to the meeting. I. Accuracy The minutes of the previous meeting held on 8 December 2017 were agreed as a true record and signed by the Chair. II. Matters Arising from the Minutes a) Page 2 Minute1/4 Governors Portal	

	<p>The Headteacher reported that this had not yet been progressed as the Teacher that had been identified to do this was a member of staff. She had since been advised that it was not good practice for a member of staff to undertake this. She advised that the school used the Google drive (I cloud) for storing files, information etc with access based on e mail accounts. She suggested that this was a good way forward and Governors would be provided with a password for access.</p> <p>Governor challenge: A Governor asked how SLACK worked and whether this would be a suitable alternative.</p> <p>Response: The Headteacher felt this this was not good for storing large documents. She agreed for Governors to be given access via SLACK as a short term solution.</p> <p>Governor challenge: A Governor asked whether this would be safe.</p> <p>Response: The Headteacher confirmed that this was safe. This would be an area that only Governors could access.</p> <p>Governors felt that as there were four schools within the MAT then there needed to be a system in place for the whole trust to use. Dave Cadwallader agreed to speak to the Executive Headteacher about the way forward to ensure a consistent approach across the MAT in the long term.</p> <p>Governor challenge: A Governor asked what sort of things could be posted in that area.</p> <p>Response: Dave Cadwallader reported that a package could be purchased that allowed all Governing Board documents to be stored within it. This would be encrypted and password protected. Documents could be stored in this way for over two years.</p> <p>Governors discussed what was needed for long term secured filing. It was agreed that I cloud was the way forward. The Headteacher reported she would project documents onto a screen for in future Governing Board meetings.</p> <p>b) Page 3 Minute 1/8 Governors Code of Conduct</p> <p>It was noted that the following Governors were still to complete DBS applications via the school:-</p> <ul style="list-style-type: none"> • Andy Toole • Jackie Taylor • Veronica Martinez- Starnes <p>They agreed to submit documentation as matter of urgency.</p> <p>c) Page 3 Minute 1/9 MAT Governance Structure</p> <p>It was noted that the Dave Cadwallader had suggested that once the REMAT Trust Directors draft minutes had been approved they would be sent to LGB's to ensure that they were current.</p> <p>d) Page 5 Minute 1/10 School Improvement Headteacher Report</p> <p>It was noted that the Parents Support Group had not yet been set up.</p> <p>It was noted that the Glossary of Terms and Acronyms had not yet been produced.</p> <p>It was agreed that a list of acronyms be included as a footnote at the end of the Headteacher's reports in future.</p>	<p>Action</p> <p>HT</p> <p>DC/EHT</p> <p>HT</p> <p>AT/JT /VMS</p> <p>DC</p> <p>VMS</p> <p>HT</p> <p>HT</p>
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	<p>e) Page 6 Minute 1/11 Heygreen/Rainbow Trust Policies</p> <p>It was noted that the Vice Chair had previously agreed to update the Safeguarding Policy. However, St Silas school had been recently inspected by OfSTED and the Safeguarding Policy updated as a result. It was felt that the Heygreen school Safeguarding Policy should be consistent with this. The Headteacher would work with Rachel Wardale (Family Engagement Officer) and Jacqui Taylor (Vice Chair) to update the policy in line with that of St Silas school.</p>	<p>Action</p> <p>HT/JT</p>
18/05	ITEMS OF ANY OTHER BUSINESS	
	None.	
18/06	GOVERNANCE	
	<p>I. Audit of Skills</p> <p>The Chair reminded Governors of the need to ensure that the Governing Board had the skills to fulfil its duties and responsibilities (under the Governors Competency Framework 2017). It was noted that Dave Cadwallader would e mail the skills audit templates to Governors to complete and return and produce the anonymous skills matrix.</p> <p>Governor challenge: <i>A Governor asked whether the Headteacher was included in this exercise.</i></p> <p>Response: <i>Dave Cadwallader explained that this was an exercise to ascertain whether Governors had the skills to challenge the Headteacher. She would not be included in the exercise. The matrix needed to be shared with Governors to identify gaps in skills.</i></p> <p>It was agreed that this would be an agenda item for the next full business meeting of the Governing Board. It was also agreed that Governors should complete and return templates to Dave Cadwallader within a week of it being circulated by him.</p> <p>Governor challenge: <i>A Governor asked how often the skills audits should be reviewed thereafter.</i></p> <p>Response: <i>Dave Cadwallader suggested that this should be carried out every two to three years. However, as new Governors were appointed to the Governing Board they would be required to complete templates and the Governing Board would need to exercise judgement on any gaps.</i></p> <p>Governor challenge: <i>A Governor asked whether a training log should be maintained.</i></p> <p>Response: <i>Dave Cadwallader recommended that a separate training log should be kept as evidence for OfSTED.</i></p> <p>It was agreed that the Headteacher would maintain the Governors training log in future. It was also agreed that "Feedback from Governor Training" should be a regular agenda items for Governing Board meetings so that it was recorded in the minutes. This would help the Headteacher to extract the information for the training log. It was noted that any training undertaken outside the Governing Board was also relevant to this. It was further agreed that Governors would be invited to any appropriate training being undertaken at the school. The Headteacher advised that GDR (Data Protection) training for staff was being planned for the near future and Governors would be invited to take part in that training.</p> <p>Governor challenge: <i>A Governor asked whether the functional skills course for parents (accredited) counted.</i></p> <p>Response: <i>Dave Cadwallader confirmed that this did and provided a good insight to what the school was doing.</i></p>	<p>Clerk</p> <p>AII/DC</p> <p>HT</p> <p>HT/AII</p>

18/07	SCHOOL IMPROVEMENT UPDATE/HEADTEACHER'S REPORT	Action
	<p>The Headteacher's report had been circulated prior to the meeting Arising from the report:-</p> <p>I. SATs Attainment</p> <p>a) It was noted that three pupils had joined the school in Y5 and Y6 with no English. Disapplication had been submitted for those pupils and so data had improved.</p> <p>b) Pupils were above expected standards in all subjects at national and local averages.</p> <p>c) 13% of pupils were above expected for Reading (national 25%).</p> <p>d) 4% of pupils were above expected for Writing (national 23%).</p> <p>e) 13% of pupils were above expected for SPaG (national 31%).</p> <p>f) 8% of pupils were above expected for Maths (national 18%).</p> <p>Governor challenge: A Governor referred to 13% at above expected for Reading and asked whether the school was expected to achieve the national average of 25%.</p> <p>Response: The Headteacher explained that the school was targeting higher attainers with support to push up this figure. She felt that in the past the school had focussed on getting those just below expected over the line. However, there also needed to be a focus on higher attainers.</p> <p>Governor challenge: A Governor asked had groups of pupils been identified to push up.</p> <p>Response: The Headteacher confirmed that this was so. She explained that those pupils who could achieve greater depth (higher attainers) had been identified within the SDP for support. Individual action plans had been produced to identify support and improvements had been evident in lesson observations and book scrutinies.</p> <p>Governor challenge: A Governor asked whether this was done by taking the higher achievers out and supporting them in a group situation.</p> <p>Response: The Headteacher explained that those pupils were taken out of class to have input with another Teacher. They would return to class and be expected to work on greater challenges.</p> <p>Governor challenge: A Governor asked whether a particular group had emerged for support.</p> <p>Response: The Headteacher felt that SEN boys, higher attainers, EAL and disadvantaged pupils were all working well.</p> <p>Governor challenge: A Governor asked whether there was an action plan in place to get pupils above expected.</p> <p>Response: The Headteacher confirmed that there was an action plan in place for this purpose.</p> <p>g) It was noted that the external consultant had suggested that the school self-judgement should be outstanding.</p> <p>Governor challenge: A Governor asked whether the "above expected" data would hold the school back from achieving outstanding in an OfSTED inspection.</p> <p>Response: The Headteacher felt that it would. However, new data would be available which should show improved figures when OfSTED come into school to inspect in the summer.</p> <p>Governor challenge: A Governor asked whether Y2 and Y6 performances had been as good as expected.</p> <p>Response: The Headteacher explained that they were not as good as the previous year. However, interventions were in place in Y6. However, she felt that the school was moving in the right direction in pushing higher attainers.</p>	

	<p>Governors agreed that data for pupils achieving expected standard was very good.</p> <p>Governor challenge: <i>A Governor asked whether there needed to a focus elsewhere to improve standards.</i></p> <p>Response: <i>The Headteacher explained that standards needed to be improved in the current Y2.</i></p> <p>II. Staffing</p> <p>a) The school had appointed a new Teacher (Hannah Potter, M3) to teach in Y1 (mornings) so that Mrs Burger could work with groups across KS1 each morning. This would boost attainment where required. Ms Potter would then support in Reception (afternoons), boosting attainment to support targeted pupils to achieve GLD.</p> <p>b) Two new LSA's had been appointed. The Headteacher felt both were good appointments. These would support phonics teaching and medical needs in Y1 and Y2.</p> <p>Governor challenge: <i>A Governor asked that the impact of CPD be included in future Headteacher reports.</i></p> <p>Response: <i>The Headteacher agreed to do this. She reported that the school had a competition going on to raise the profile of writing. Teacher had recently had writing training. This had already had a massive impact on this area. Also the SENDco had undertaken PIVATs training and was now able to deliver this to staff.</i></p> <p>Governor challenge: <i>A Governor asked how often the school reviewed whether impact was effective.</i></p> <p>Response: <i>The Headteacher explained that this had been ad hoc. However, she planned to bring in a cyclical approach to this.</i></p> <p>Governors agreed that value for money would not be an issue in terms of CPD as much of it was done in house. However, the school needed to show the benefit of CPD on teaching and learning.</p> <p>Governor challenge: <i>A Governor asked whether Teachers who had been on a course were monitored for impact.</i></p> <p>Response: <i>The Headteacher confirmed that this was done through learning walks, book scrutinies and impact shown through data.</i></p> <p>III. SDP English Update</p> <p>a) Two Teachers had attended a local primary school on guided comprehension training (whole staff approach to guided reading). This had been cascaded to staff and they were keen to try this out. The sessions had been piloted in KS2. KS2 would continue with small group sessions as they were still working on decoding.</p> <p>b) The school library bid had won £4000. A large amount of books were bought which were linked to pupil's interests. There had been a significant increase in pupils reading for pleasure since it had opened.</p> <p>c) Other schools (and the trust schools) had joined in staff training for handwriting and phonics at this school. 100% of staff had agreed that training would have a positive impact on teaching and learning and improved their subject knowledge.</p> <p>d) Laura Ellen Anderson (author) had visited the school. A book bus had promoted reading for pleasure. A high proportion of pupils had bought books direct as a result. The school had just been assigned a Reading Patron.</p> <p>e) EAL pupils' language acquisition was being closely tracked and improvements have taken place. Governors reviewed the tracking document presented by the Headteacher. EAL pupils had also increased over the autumn term in all year groups.</p>	<p>Action</p> <p>HT</p>
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	<p>Governor challenge: A Governor asked why EAL data ad dipped in Y4. Also, how was summer two data compared with autumn one data.</p> <p>Response: The Headteacher explained that the school would look at what the current Y4 had done in the autumn term and compare it with the previous summer term two. There had been some EAL pupils who had left in Y4 and some who had arrived and so that had impacted on data.</p> <p>Governor challenge: A Governor asked why Y4 Maths was low.</p> <p>Response: The Headteacher explained that this was due to changes in pupils leaving and arriving which had affected the cohort make up. Some pupils working at expected standard had been left and some non-English speaking pupils had been gained.</p> <p>Governor challenge: A Governor asked when children arrived with no English whether it had an impact on all subjects. The Headteacher explained that it would initially impact on English. However, once they began to understand English they could apply this to other subjects.</p> <p>f) The Headteacher agreed to provide a case study as to why data had dipped in Y4 Maths.</p> <p>IV. Quality of Teaching, Learning and Assessment</p> <p>a) It was noted that the trust was using triangulation to monitor teaching and learning and assessment. This had been completed in Y2, last week. It would be carried out in Y1 this week. So far, Teachers had already been able to identify areas for development before the Headteacher had provided feedback.</p> <p>Governor challenge: A Governor asked whether a difference was seen.</p> <p>Response: The Headteacher said that she had seen a difference. Specific targets had been identified. Teachers had also been asked to complete feedback sheets which had been very positive.</p> <p>Governor challenge: A Governor asked whether staff had accepted this from the start.</p> <p>Response: The Headteacher explained that she had informed staff of what was involved from the start and so they were aware of what was expected from the trust approach. Also, only the Teacher being observed would watch the video playback alone and fill out a reflection sheet.</p> <p>Governor challenge: A Governor asked whether the videos were kept.</p> <p>Response: The Headteacher said that the videos were not kept.</p> <p>Governor challenge: A Governor asked whether they could be kept to support self-improvement from the start of the year to the end.</p> <p>Response: The Headteacher explained that she had only asked to share one video with other Teachers because the lesson had been so powerful. Permission had been sought from the Teacher in question to do so.</p> <p>b) Whole class comparisons (difference over one term) were reviewed by Governors. The Headteacher felt that things were moving forward in the right direction.</p> <p>c) Y6 pupils were making accelerated progress across all areas.</p> <p>Governor challenge: A Governor asked why there was a dip in Y3 Writing.</p> <p>Response: The Headteacher explained that this was due to the demographics of the class with 20/30 Pupil Premium pupils and 14/30 SEND pupils.</p> <p>Governor challenge: A Governor asked whether Pupil Premium</p>	<p>HT</p>

	<p><i>figures should include a comparison with non-Pupil Premium pupils.</i></p> <p>Response: <i>The Headteacher confirmed that she had this information and would include it in reports in future.</i></p> <p>Governor challenge: <i>A Governor asked whether it was correct that there were 17 Pupil Premium pupils in Y1 of which 13 of them were currently on track.</i></p> <p>Response: <i>The Headteacher confirmed that to be so.</i></p> <p><i>Governors agreed that OfSTED would want to see Pupil Premium funding well spent and diminishing the difference. However, should non-Pupil Premium pupils also benefit from the funding then this was a bonus.</i></p> <p>Governor challenge: <i>A Governor asked whether in the case were Pupil Premium Pupils were outperforming non-Pupil Premium pupils, whether Governors should be challenging why non-Pupil Premium pupils were not performing.</i></p> <p>Response: <i>Dave Cadwallader suggested that it was also correct for Governors to then address that through questioning. The Headteacher felt that there was no particular trend between Pupil Premium and non-Pupil Premium pupils.</i></p> <p>d) <i>One out of two pupils were higher attainers</i></p> <p>Governor challenge: <i>A Governor asked at what point pupils became higher attainers.</i></p> <p>Response: <i>The Headteacher explained that pupils needed to be secure at the end of the year and working at greater depth.</i></p> <p>Governor challenge: <i>A Governor asked whether that was based on Teacher judgements as well as exams.</i></p> <p>Response: <i>The Headteacher confirmed that was the case and also on optional SATs tests.</i></p> <p>Governor challenge: <i>A Governor asked whether that meant optional for the school or pupils.</i></p> <p>Response: <i>The Headteacher confirmed that all took up optional tests from Y2 to Y6.</i></p> <p>V. Attendance</p> <p>a) <i>Attendance was currently 95.7% (target 97%).</i></p> <p>b) <i>It was noted that Dave Cadwallader had shared the first day response systems in place at St Silas School with the HMI at the recent inspection. This had been well received. He recommended that Governors know the procedures followed and support by the school for attendance.</i></p> <p>c) <i>It was noted that Parents were required to ring in to school first thing to report an absence. This would be followed up by a home visit by the Learning Mentor/Attendance Officer if a call was not received (mainly PA's). A letter would be left to contact the school if no answer was obtained. Attendance was monitored and parents invited for interview for those with concerns. This procedure had had a good impact and often parents had opened up (at interview) about other problems (housing etc) which has enabled an EHAT to be opened to support the family.</i></p> <p>Governor challenge: <i>A Governor asked what was being done to address holidays taken during term time.</i></p> <p>Response: <i>The Headteacher confirmed that fines were issued for holidays taken in term time.</i></p> <p>Governor challenge: <i>A Governor asked what was provided under the EWO SLA.</i></p> <p>Response: <i>The Headteacher confirmed that the school purchased three hours support per week.</i></p> <p>Governor challenge: <i>A Governor asked whether this met the needs of the school.</i></p>	<p>Action</p> <p>All</p>
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	<p>Response: <i>The Headteacher did not feel that this was enough support. However, the school had a good "Team Around The Child" that worked well to support families.</i></p> <p>Governor challenge: <i>A Governor asked whether the hours of EWO support not being enough was down to an issue of the trust not paying for it or the school not requesting it.</i></p> <p>Response: <i>The Headteacher explained that schools in the trust had agreed to increase EWO support from two to three hours. With schools paying for it.</i></p> <p>Dave Cadwallader reported that this had not been raised at the Trust Board meetings. It was noted that the DGT Collaborative was looking at EWO support across the network. Governors discussed whether the MAT should purchase EWO support (one officer) to work across the schools within it (as opposed to also working with schools outside the MAT). Governors discussed how the SLA would be paid (Trust or school). The Headteacher stressed that she did not want another EWO. She wanted the current EWO to have increased hours of support. It was agreed that she produce a recommendation to include what benefits would be by having increased EWO support.</p> <p>It was agreed that Dave Cadwallader and the Headteacher would raise the issue of EWO support with the Executive Headteacher.</p> <p>Governor challenge: <i>A Governor asked whether the same EWO supported all the schools within the MAT.</i></p> <p>Response: <i>The Headteacher confirmed this to be so.</i></p> <p>d) It was noted that PA's were 12%. Governors reviewed the breakdown of PA's by year group. The school was now identifying pupils who were becoming close to the 90% PA level and sending letters to parents warning of the consequences.</p> <p>Governor challenge: <i>A Governor asked how many days off per term would be needed to hit the 90% level.</i></p> <p>Response: <i>The Headteacher explained that 90% equated to six days off across the academic year.</i></p> <p>Governor challenge: <i>A Governor asked whether the school asked children why they had been off.</i></p> <p>Response: <i>The Headteacher explained that they would not cross examine pupils. However, other pupils can make staff aware of what may be happening.</i></p> <p>Governor challenge: <i>A Governor asked what impact it would be to have an extra EWO per day supporting the school.</i></p> <p>Response: <i>The Headteacher explained that it was time consuming for the school having to visit home, write letters, interview parents etc.</i></p> <p>Governor challenge: <i>A Governor asked how attendance was marked.</i></p> <p>Response: <i>The Headteacher explained that a mark was given for morning attendance and a mark was given for afternoon attendance. The school had an online marking system which also logged evidence entered by staff.</i></p> <p>Governor challenge: <i>A Governor asked whether the process was explained to parents.</i></p> <p>Response: <i>The Headteacher explained that a letter was sent to parents at the start of the year outlining attendance expectations and procedures etc. A letter was also sent to PA parents at the start of the year to stipulate improved attendance was expected for the future.</i></p> <p>Governor challenge: <i>A Governor asked what the deadline was</i></p>	<p>Action</p> <p>DC/HT/ EHT</p>
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	<p>before first response was activated.</p> <p>Response: The Headteacher confirmed that it was 9.30 am.</p> <p>Governor challenge: A Governor referred to the high PA figure for Y6 and asked what attendance had been like when those pupils were in Y5.</p> <p>Response: The Headteacher explained that this group had been historically high for PA. One pupil had only 58% attendance. She explained the background to how she had addressed this with the parent and setting a deadline for improved attendance or court action would be pursued. The pupil had not had a day off since then. Another parent had also been set a target for improved attendance and so far this was working.</p> <p>It was noted that the MAT may be in a position to employ a EWO in the future. However, prosecutions could only be carried out by the LA (not the MAT or schools within it).</p> <p>VI. Breakdown of Termly Safeguarding Data Governors reviewed the breakdown of termly safeguarding data was reviewed by Governors. Arising:-</p> <p>a) There had been 136 concerns since September 2017. This related to 59 children and 48 families.</p> <p>Governor challenge: A Governor asked whether any had resulted in a multi-agency (MARF) referral form being completed.</p> <p>Response: The Headteacher confirmed that one MARF had been completed.</p> <p>It was noted that the online referral form would be completed when there were child protection concerns (not immediate concerns).</p> <p>Governor challenge: A Governor asked whether concerns were based on the personal views of the Headteacher/staff.</p> <p>Response: The Headteacher explained that all staff had safeguarding training and so aware of the signs to look out for and the procedures to be followed when there were concerns.</p> <p>Governor challenge: A Governor asked how the school would be accessed (by Governors) given that the vision panel and car park fob was not going to be repaired.</p> <p>Response: The Headteacher explained that visitors should buzz in and the office staff would let them through. She confirmed that the fob system would be installed over the half term holiday.</p> <p>Governor challenge: A Governor asked whether the school would pay the £4000 cost for this.</p> <p>Response: The Headteacher confirmed that the school would have to pay for it as SPIE PFI had insisted that the school was already safe enough.</p> <p>Governor challenge: A Governor asked whether this was seen as an improvement rather than a necessity.</p> <p>Response: The Headteacher explained that SPIE PFI had said that as there was a member of staff watching pupils at breaks/lunchtime so it was not needed.</p> <p>Governors discussed the need for tight safeguarding procedures to be followed when visitors arrive and leave the premises. The Vice Chair stressed the need for visitors to be challenged on entry. The Headteacher agreed to reinforce this with the office staff.</p> <p>The Headteacher was thanked for her report and continued hard work.</p>	<p>Action</p> <p>HT</p>
18/08	HEYGREEN/SAFEGUARDING POLICY	
	It was noted that the Headteacher, Vice Chair and Rachel Wardale would meet to update the Safeguarding Policy in the near future.	JT/HT/ JW

	Governor challenge: A Governor asked whether all policies for parents were posted on the school website. Response: The Headteacher confirmed that they were.	Action
18/09	ANY OTHER BUSINESS AGREED AS URGENT	
	I. It was agreed that Governors be included in the school texting service to be informed of school events for them to attend.	HT/ All
18/10	EXECUTIVE DIRECTOR'S ITEMS SPRING 2018	
	The Governing Board reviewed the Executive Director's items (Spring 2018):- I. Update on Funding for Liverpool Schools II. Liverpool Learning Partnership Update It was noted that the school had set up a Reading Club for vulnerable families. III. The Liverpool Promise It was noted that Governing Boards had been asked to pledge their support for the Liverpool Promise (raising aspirations for Liverpool learners to achieve their full potential by breakdown the barriers to learning) by signing the memorandum of understanding. The Governing Board resolved to formally support the aims of the Liverpool Promise. The Chair signed the memorandum of understanding which would be posted on the school website. It was agreed that Dave Cadwallader would be the identified Governor to receive Governors information about the Liverpool Promise to disseminate to members of the Governing Board.	All DC
18/11	IMPACT OF MEETING	
	I. Governors would complete skills audits to identify any gaps for training needs. II. Governors had challenged EWO support in meeting the needs of the school. III. Governors had challenged the Headteacher on data reports to ensure standards and attainment and attendance were improving. IV. Governors were to review the Safeguarding Policy to ensure in line with statutory guidance and other schools within the MAT.	
18/12	DATE AND TIME OF FUTURE MEETINGS	
	I. Learning Walk and Pupil Interviews: Monday 5 March 2018, 9.30 am (School Council), also Y2 Teacher to present to Governors. II. Full Governing Board: Monday 16 April 2018, 4.00 pm	All All