



Glenleigh Park Primary Academy Local Academy Board Meeting Minutes

Meeting Date: 19th October 2016, 3.50pm

Governors Present: Jon Hodson (JH) - Chair; Tina Greenwood (TG); Sam Sango (SS)
Lois Ottley (LO); Jan Vickers (JV); Ruth Russell (RR)

Also Present: Debbie Redman (DR) - Head of School; Jo Richardson (JR) - Assistant Head
Damon Willer (DW) - English Lead; Anna Bartlett (AB) - Clerk

Apologies: Patricia Bond (PB)

Item	Discussion/Decision	Action
1.	<p>Welcome - Everyone was welcomed to the meeting.</p> <p>Apologies for Absence - It was established that PB had submitted her apologies.</p> <p>Declaration of Interests for this meeting - None presented.</p> <p>Items for Any Other Business - Agreed to discuss the allocation of roles.</p>	
2.	<p>English Update - <i>The paper, 'English FAIR Action Plan 2016-17' was circulated at the meeting.</i></p> <p>The meeting was reminded that as the school's attainment results had not been as expected the English Lead had been invited to submit an Action Plan in advance of each of the 2016/2017 LAB meetings and to update and answer queries at each of the LAB meetings.</p> <p>The meeting was informed that research had been made into the reading schemes; used at sister academy, Heron Park Primary and at an 'outstanding' school in Catsfield. It was reported that both sets of children 'loved' the explorer schemes and that both sets of teachers had 'taken' to the schemes, too. It was explained that it was important that teachers chose texts for guided reading that were of high quality and that they were passionate about. The meeting was also informed that research would be made to discover how other schools incorporated the popular 'Drop Everything And Read' (DEAR) approach.</p> <p>It was reported that the suggested list of authors that the teachers may like to choose from had been expanded and that this and the introduction of a 'Word of the Day' would help to expand the children's vocabulary. The meeting was informed that the display board at the entrance of the school would promote the new Reading Badge scheme and that children would be awarded a Reading badge once they had read a book at home, three times each week for six weeks.</p> <p>Governors questions, comments and support re the Maths Update included:</p> <ul style="list-style-type: none"> • Is the entire school involved with the reading badge awards? <i>Yes</i> • It is good to have the scheme running over a six-week period as they have the opportunity to catch-up, if need be. • How does this reading fit with the gap we identified? <i>It was the inferred questions that our children had difficulty with in this year's SATs papers. 'Reading Explorers' addresses this issue.</i> • Are there any key challenges for the school to deliver the average Reading result? • Do you have new books? <i>Yes, we have spent thousands of pounds on new books for Year 1.</i> • How do we encourage the children whose parents are reluctant to read with their children, so they have a fair opportunity to collect badges? <i>These children can read with teaching assistants and their reading partners. The older children will be able to self-sign their reading.</i> 	



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	<p>Review of Actions:</p> <p>JH Write to thank JP for her valued contribution and support during her 4-year term of office - Completed. JP was delighted with her letter.</p> <p>AB Issue welcome packs to the three new governors and pursue the new gov documentation - Completed.</p> <p>PB E-mail pen-portrait to DR - Action adjusted - See Item 3.</p> <p>DR Re-submit pen-portraits to the webmaster - Action adjusted - See Item 3.</p> <p>DR Update Local Offer for LAB to review at next meeting - Although the 'Local Offer' was no longer a requirement, it remained on the website and the LAB informed that the Special Educational Needs (SEN) information was a requirement for publication on the website.</p> <p>DR/AB Invite PT to update LAB re computing/Add to next agenda - Referred to subsequent meeting.</p> <p>AB E-mail governors to advise them that the SEN training breakfast briefings were particularly useful and were free of charge - TG and DR reported that the briefing had been useful. Action: TG to submit notes for the file.</p> <p>AB Add to next LAB Agenda: 'Review of use of images statement' - Complete. All parents had signed this document.</p> <p>JH Check with Hastings Direct re Breakfast Club - £250 paid to the school which included an increase of £25 on from last years' contribution.</p> <p>DR/AB Report on Reading Plans for the year/Add 'Reading' as standing item on LAB agenda - Actioned. Confirmed that DW would report to and attend each LAB. Requested that the updated action plan be pre-circulated with the meeting e-packet.</p> <p>JRVAB Submit a report re Pupil Premium to the next LAB meeting/Add to next agenda - Actioned.</p> <p>DR Consider which school-based policies be reviewed by LAB - See Item 12.</p> <p>Governors questions, comments re Matters Arising, included:</p> <ul style="list-style-type: none"> • Are we happy that we have included everything we need to do with respect to the Use of Images? Yes • Is the breakfast club offered to everyone? We provide the club free to the Pupil Premium children, to those that fall just below the Pupil Premium threshold and to those that need it, temporarily. Any other child can go to Breakfast Club, but they pay for it. • Is the breakfast club full? Yes. 	<p>DR/AB</p> <p>TG</p> <p>DR/DW</p>
<p>5.</p>	<p>Governor Training – Governors were encouraged to attend the year's Governor Global Leadership Institute Training sessions. The arrangements announced as follows: Safeguarding Training to be led by TG on Weds 16th November at King Offa, 4-6pm (the venue was subsequently changed to Heron Park); Weds 1st March at Oakwood, 4-6pm; Weds 7th June at The Gatwick School, 4-6pm with the topics to be confirmed following review of governor preferences.</p> <p>RR and DR submitted their apologies re the November Child Protection & Safeguarding training session, stating that they had previously attended similar sessions. SS and JH also apologised that work commitments prevented their attendance at the November session.</p> <p>It was reported that governors had completed their declarations stating that they had read Part 1 of the Keeping Children Safe in Education document and subsequent to the meeting, governors were informed of and invited to sit the on-</p>	



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	<p>line Channel Awareness and Prevent training and to forward their certificates to AB for the training file.</p>	All
6.	<p>Chair's Update - <i>The following paper had been pre-circulated; 'CofG Notes of Meetings October 2016'.</i></p> <p>It was reported that the Trust had created an East Sussex Regional Standards Council for the Heads and LAB Chairs of the four schools based in the region to meet with the regional director as well as the finance and nursery directors. It was reported that the 'Council' had met the previous week for an introductory meeting in which it had reviewed its draft terms of reference. The LAB was informed that the 'Council' would report into the main board and that the last AAT board meeting had reviewed the year-end attainment results, updated on the work inputted by the Trust to attain best value re the second, four-year contract for the topic-based Paragon Curriculum and also that the Trust had commissioned reviews of the five school building premises in its care and of its entire IT equipment/services need so this information could be used for financial planning.</p> <p>The governors were reminded that a list of training options had been distributed and encouraged to submit their training preferences so the Trust could tailor its Governor Global Leadership Institute programme.</p> <p>The LAB was also reminded that the Chair and Head met fortnightly, before school and that all governors were welcome to join this meeting.</p>	All
7.	<p>Update by Head, plus Forthcoming Announcements - <i>The following papers had been pre-circulated; 'HoS report 19th October 2016', 'Gov Dashboard re 2015-16 KS2'.</i></p> <p>The LAB was informed that the school had a Published Admission Number (PAN) of 520 pupils (with 46 being within the nursery). It was mentioned that it was unfortunate for Glenleigh Park that the PAN was calculated on a square metre basis which included the school's large amount of corridor space. The meeting was informed that the school did have space to admit more children, but that it refrained from doing so at present as it would mean having mixed-ages classes which would make the teaching much harder. The meeting was informed of the 12-month delay in the funding of in-year admissions and that whilst the school did not refuse children it did not want to repeat the in-year admission rate of the previous year when 30 were added across the school.</p> <p>The meeting was informed that whilst the numbers of Free School meal (36%) and 'Ever 6' (49%) children was reducing, there was still a high proportion within the upper year-groups. It was explained that this reflected the school's new profile and catchment, since its move from Sidley.</p> <p>The governors were informed that the recent visit by the local Member of Parliament had been good. In attempt to reach more parents, the school had reintroduced the weekly newsletter as well as Facebook updates. Governors were encouraged to participate at the new families open evening, to answer the questions and to take the potential Year R families on tours around the school. The governors were informed that pupils also helped with the tours and with answering parents' questions.</p>	



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The LAB was informed that the business manager was very good at the fine detail and that with costs being kept to a minimum and its young teaching staff not yet on the 'Upper Pay Scale', the school had decided to release some of its retained surplus to facilitate essential **window replacements** and to purchase **100 laptops**. The meeting was informed that a bid had been prepared to fund the planned replacement of further windows and fire-doors and that the Trust had agreed to the school's IT spend. The meeting was informed that the laptops would be in use by the start of Term 2 and was reassured that three estimates had been acquired for these purchases and that the school's reserves were being spent wisely.

The LAB was informed that whilst teaching assistants were good, it was preferable to employ qualified teachers to cover teacher sickness, teacher Planning, Preparation and Assessment (PPA) time and to take intervention groups. The meeting was informed that the school was working towards having **fewer teaching assistants** and that the cost of two teaching assistants compared with one teacher.

The meeting was informed that because the school had such a big Speech & Language issue, it had contracted a **Speech & Language therapist** to work one day each week with the younger children. The meeting was also informed that a school **counsellor** had been employed **one-day-a-week** which had had a big impact upon some children's ability to continue their learning.

The meeting was informed that even without the progress figures, which it is not possible to include at this time of year, 43% of the teaching observed this academic year had already been 'Outstanding', that whilst some support was in place, the Newly Qualified Teachers (NQTs) were all 'Good' and that the children worked 'very well' with the 'brilliant' secondary school maths teacher that taught regularly at the school.

DR offered to issue the next set of attainment data when it was ready.

DR

The meeting was reminded that the school was located in a challenging area and the **Child Protection** levels of need were explained and Governors were reminded to sit the on-line Channel Awareness course discussed in Item 5.

During discussion, governors asked and contributed as follows:

- **Do we have to accept in-year admissions into Year R?** *No, the maximum is 30 pupils per Year R class.*
- **It is easier to have an on-line newsletter which is on the website.** *Yes but I will send paper copies home to ensure each family has a copy.*
- **The potential families generally enquire of your experience with the school.**
- **As a former teacher, this (use of teaching staff to cover classes) is music to my ears.** *It is a huge risk to take teachers out of class, but we have thought hard and the case will be presented to 'Finance'. Supply teachers are not effective with our 'streetwise' children.*
- **Teaching Assistants are only so passionate. With teachers, it is their profession.**
- **Everyone was comfortable when we took an 'Outstanding' teacher from one class so we could develop other children.** *We swapped teaching staff in the Foundation Village.*
- **So children move to another part of the 'village'?** *No. The village works*



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	<p><i>by being very fluid and 'learning-through-play'. It is modelled on Oakwood Primary's 'Outstanding' foundation village and nursery.</i></p> <ul style="list-style-type: none"> • How long can we continue to allocate teaching assistants to particular children? <i>We will continue whilst a child is at risk of exclusion. The idea of the 1:1's is that children progress and 'move-on'.</i> • Some will have funding plans? <i>Yes, these are being planned. We need to get Education Health Care Plans (EHCP) so the children receive the EHCP support they need when they move on to secondary school. JR and DR have been sharing this EHCP work and will contract a recently-retired Special Education Needs Coordinator (SENCo) to assist with this work until the school's SENCo is expected to return from maternity leave at Easter.</i> • This (recently) retired SENCo is very thorough – <i>Yes, but the local authority may not have any finance to issue.</i> • If the school does not apply for the EHCP's it will be criticized. • Is (a particular class) 'difficult'? <i>Not particularly.</i> • Reading ability impacts on Maths too. <i>Yes, it is so hard. Nationally, Reading has dropped, massively.</i> • What percentage of our children have some form of child protection need and what is the national average? <i>Our percentage is low. We are very proactive in writing down any issues that come to us from the children. However, it is important that we don't start to accept the unacceptable, as we see it so much. We have a log in school which is well used.</i> • Do we need to do more staff training re spotting indicators? <i>I don't think so. We are moving to an electronic system which reports everything.</i> <p>The discussion re the Dashboard was taken at the end of Item 8. The meeting was informed that the Fischer Family Trust (FFT) 'Dashboard' data indicated that the school's progress was 'fantastic'. It was explained that the data showed that many of the groups performed well and were progressing well and that the school was improving. It was highlighted that science had 'gone-up', that science was now assessed by the teachers and that moderators have randomly chosen two classes to monitor the assessments. It also explained that the standard expected for this year would be much higher.</p> <p>During discussion, governors asked and contributed as follows:</p> <ul style="list-style-type: none"> • The only thing that stands out is reading - <i>Our children start at Glenleigh Park at a very low level.</i> 	
8.	<p>School Improvement Plan, 'Outcomes to Outstanding' - <i>The following paper had been pre-circulated; 'O2O SIP GPPA 2016 2017'.</i></p> <p>The above documents were introduced and the meeting informed that they would be rag-rated during the autumn break. The meeting was informed of the Primary Writing Project which was being introduced to all the AAT schools and that the school had truly appreciated the governors attending the end-of-term Paragon Events and welcomed the new governors to attend those events too. The meeting was informed that in response to so many children travelling to school by car, the school had piloted and was developing the 'Golden Mile' daily-run. It was reported that the impact on the children had been enormous; that at first none of them had managed the mile, but now they all could and they loved it and the runners had been much more attentive during class.</p>	



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	<p>The meeting was informed that in response to one child's wish that she lived by the sea, DR wanted the school to become a 'Beach' school. It was explained that it was evident and tragic that few of the school's pupils visited the local seaside and few knew about beach safety.</p> <p>During discussion, governors asked and contributed as follows:</p> <ul style="list-style-type: none"> • We need to add 'Pupil Premium' as a LAB action - AB to add to agenda. • The (5 minute) Take-5's will pick up on many things identified in the last Ofsted visit - Actions: AB to circulate the 'Take-5' form and governors to carry out 'Take 5' checks, initially with a teacher or senior leaders. • Do you do the run in the mornings? The time varies to suit. My previous school offered the daily-run before school. • This (child's wish) is surprising as we live by the sea. • Go for it (the 'Beach School' initiative) - We hope to visit the beach two times, each term. It is more straight-forward for us to travel to the beach than it is to a wood to carry out 'Forest School' activities. • It would be good for the children's well-being. • I never see our children when I am at the beach. • Many only go to the beach when it is hot, not when it is windy. <p>Item 7 re the Dashboard was taken at this point.</p>	<p>AB</p> <p>AB/All</p>
<p>9.</p>	<p>Governor Visit Reports and Updates - <i>The following papers 'Safeguarding report to LAB - Oct 2016', 'Health & Safety Report to LAB - Oct 2016' had been pre-circulated and 'Pupil Premium Report -Oct 2016' was circulated subsequent to the meeting.</i></p> <p>Health & Safety - TG reported that the road-crossing attendant was doing a great job and that her service had made a real difference to road safety outside the school. It was reported that a 'Health & Safety Walk' had been booked with the site manager, that the school was checking to see if was required to conduct the local authority's somewhat complex Health & Safety Audit and that the school was looking-into the electronic photograph taking/signing-in system used for adults (and visitors) at The Gatwick School. It was explained that this signing-in system as this would be useful to assist with emergency evacuation procedures.</p> <p>During discussion, governors asked and contributed as follows:</p> <ul style="list-style-type: none"> • The crossing patrol is really good to have, particularly following the incident locally with another school's Year 6 child. • It may be useful to meet with the finance director to discuss the buildings audit. <p>Safeguarding - It was reported that as Safeguarding governor and Safeguarding/Child Protection professional, TG had conducted the Safeguarding training for all staff and had quizzed the staff knowledge with aspects of the Keeping Children Safe in Education document and the monitoring of the Single Central Register. The meeting was informed that the business manager and the head were scheduled to attend training re the Single Central Register, that DR and TG were in regular communication re concerns with certain families and that some children's files had been selected by TG for monitoring purposes.</p>	



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	<p>Attendance - It was reported that there had been a drop from the 100% start to 96.6%, with this week's attendance being 94.8% and the schools' attendance was currently being best of the five AAT schools. The absentee procedures were explained to the meeting as starting with nice informal chats with families, but escalated to referral to the East Sussex Behaviour & Attendance Service (ESBAS), to potentially being levied a fine and a court hearing, if necessary. It was explained that absenteeism was important as it was considered to be an indicator of 'neglect'.</p> <p>During discussion, governors asked and contributed as follows:</p> <ul style="list-style-type: none"> • Attendance was 95% last year? <i>Yes. King Offa Primary beat us, they managed 96%. 95% was the national target last year, but the previous target was 90%. There has been huge research on the impact attendance has upon outcomes.</i> 	
<p>10.</p>	<p>Pupil Premium Report - This item taken during Item 8. <i>The paper, 'Pupil Premium -Report-Oct 2016' was presented verbally to the meeting and filed subsequently.</i></p> <p>The LAB was informed that the school received £217,000 Pupil Premium funding which it spent on providing music lessons, breakfast and lunch clubs and with providing key-workers to help with play activities. The LAB was informed that it would be presented with a full report and explained that it was obligated to report (publically on the Website) how the money has been spent and the impact the spending had made. The meeting was informed that the school was pleased with the progress made by the Pupil Premium children and that because there were so many Pupil Premium children at the school, all children received the Pupil Premium assistance.</p>	
<p>11.</p>	<p>SENCo Report - As discussed in Item 7 the meeting was reminded that the school would be contracting support whilst the Special Educational Needs Coordinator was on maternity leave and explained that the LAB would have the 'SEN Percentages Report' and the case studies at the next meeting.</p>	
<p>12.</p>	<p>Approval of School Based Policies - <i>The following papers had been pre-circulated; 'Safeguarding Policy for GPPA 2016 2017 and 'Behaviour Policy Sept 2016 to Sept 2018'.</i></p> <p>The meeting informed that the Safeguarding Policy presented was the same as East Sussex County Council model policy. It was then agreed by the LAB.</p> <p>The school's Behaviour Policy was discussed and DR was actioned to update it.</p> <p>During discussion, governors asked and contributed as follows:</p> <ul style="list-style-type: none"> • How are the 'Ambassadors' used? <i>They show the Year R children around the school. We also have play buddies and play leaders.</i> • The Behaviour Policy does not mention parents and the expectation of the way they need to communicate with the school. • Should the right to appeal be included? <i>No, it is included within the letters that families receive.</i> • This would be scary to most people. 	<p>DR</p>
<p>13.</p>	<p>AAT Policies agreed by the Board - None since last LAB.</p>	



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14.	<p>Review of ‘Use of Images’ statement - Discussed in Item 4.</p>													
15.	<p>Governor Activities - The meeting discussed which governors would like to attend which school event; the new parents evening, the end of term Paragon Event and the nativity plays. Parents Voice was discussed and the LAB indicated that it would like to review the questions and format of ‘Parents Voice’ prior to issue to parents.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1) Review Parents Voice questions 2) All available governors to encourage parent participation by conduct roaming ‘Parent Voice’ surveys on ‘tablets’ at Paragon or Nativity event 3) Governors would conduct Teacher Voice sessions, next year 4) Assemble and circulate governor report action plan with dates for governors to report to LAB. <p>Governor Roles - Governors were informed that governors that needed to perform their roles as ‘critical friends’ and update to the LAB at least once, each year. Governors were informed that if they were responsible for monitoring a subject they would need meet with the subject lead, review their action plan and discuss how it related to the document, ‘Outcomes to Outstanding’. The governor would need to understand what needed to be achieved, to view the quality of teaching, to understand the attainment results, to identify issues and they may like to discuss what support the lead would require for the school to achieve the plan.</p> <p>Governors were informed that class familiarization visits were really useful and did not necessarily need to be pre-planned; governors were however asked to arrange suitable times with Rachel Castle in the school office. The allocation of roles was discussed and agreed as follows:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Safeguarding & Welfare – TG</td> <td style="width: 50%;">Attendance – TG</td> </tr> <tr> <td>Special Educational Needs – PB</td> <td>Health & Safety - TG</td> </tr> <tr> <td>Pupil Premium – JV</td> <td>Early Years – LO</td> </tr> <tr> <td>English – LAB as focus for whole school</td> <td>Maths – JV</td> </tr> <tr> <td>PE – Agenda item, rather than governor focus</td> <td>PHSE & British Values – RR</td> </tr> <tr> <td>Computing – SS</td> <td></td> </tr> </table>	Safeguarding & Welfare – TG	Attendance – TG	Special Educational Needs – PB	Health & Safety - TG	Pupil Premium – JV	Early Years – LO	English – LAB as focus for whole school	Maths – JV	PE – Agenda item, rather than governor focus	PHSE & British Values – RR	Computing – SS		<p>All</p> <p>All</p> <p>All</p> <p>JH/AB</p>
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16.	<p>Any Other Business - <i>The paper, ‘Self-Evaluation Form’ had been pre-circulated.</i></p> <p>The meeting was informed that the new head of The Gatwick School was an Ofsted inspector and had shared with Glenleigh Park the Self-Evaluation sheet he had prepared for his governors. It was emphasised that this may assist our LAB to identify and focus on aspects to prepare for its next Ofsted visit.</p> <p>The LAB discussed the points within the document and made the following comments:</p> <ul style="list-style-type: none"> • Attendance and safeguarding were both covered effectively by the LAB. • The school knew that it was financially secure. It was explained to new governors that with JH in his role as Chair of the AAT Finance & Audit Committee was fully aware of the school’s position. He also received the school’s management accounts, each month. • The LAB had just reviewed the school’s ‘Dashboard’ and as the RAISE-online data was expected in Term 2, it could be reviewed later. 													

