

**Approved Minutes**  
**Meeting of the Governing Body (GB) of**  
**WEST JESMOND PRIMARY SCHOOL (WJPS)**  
**Tuesday 27 March 2018**

**Present:**

Laura Robb (Acting Chair)

Arlene Ainsley, Ishy Bruce, Laura Cordy, Julia De Soyza, Adam Goldwater, Ayesha Hafiz, Jill Hetherington, Cathy Hogan, Jodie Leeson, Dominic Martin (Head of School), Xanthe Mills, Paul Simpson and Laura Ward

Governors in post - 20; quorum - 10; governors present – 14

**The meeting was quorate**

**In attendance:**

Claire Hepple ~ Governor Services

**1. Welcome**

In the absence of Jane Edminson, Chair of Governors, Laura Robb, Joint Vice-Chair, welcomed everyone to the meeting at 6.04pm. New governors Ayesha Hafiz (Parent Governor), Jodie Leeson (Co-opted Staff Governor) and Laura Ward (Staff Governor) were especially welcomed and a round of introductions took place for their benefit.

**2. Apologies for absence**

Apologies for absence had been received and were **accepted** from Lee Cranston, Jane Edminson, David Griffiths, Rebecca McVittie, Gary Wallis-Clarke and Nicky Wise. Henry Cave was absent. It was noted that Henry Cave had attended recent committee meetings, although experienced difficulty in attending GB meetings. Laura Robb and Nicky Wise, Joint Vice-Chairs, would contact Henry Cave to discuss this further.

**Action: Laura Robb and Nicky Wise**

**3. GB Appointments / membership update**

GB membership was full.

**Parent Governor**

Ayesha Hafiz had responded to the advertisement for a Parent Governor; no other expressions of interest had been received and Ayesha had become Parent Governor.

**Foundation Trust Governors**

Terms of office for Foundation Trust Governors Jill Hetherington and Nicky Wise would end on 30 September 2018. Jill Hetherington indicated her willingness to continue as a Foundation Trust Governor and this was supported by the GB. Governor Services would contact the administrator of the Ouseburn Learning Trust to ensure that approval for Jill's reappointment as a Foundation Trust Governor was added to the agenda for the next Trust Board meeting.

**Action: Governor Services**

Laura Robb would contact Nicky Wise to ascertain her views regarding potential

reappointment.

**Action: Laura Robb**

**4. Declaration of Interests / GB Code of Conduct**

Ayesha Hafiz, Jodie Leeson and Laura Ward completed Register of Interests forms and signed the GB Code of Conduct.

Other governors were asked to declare any changes or additions to previously declared interests; none were declared.

**5. Identification of additional items not on the agenda**

There were no additional items identified.

**6. Draft minutes of previous governing body meeting**

The draft minutes of the GB meeting held on 30 January 2018 were attached and **approved** with no confidential items declared.

**7. Matters arising from the above minutes**

**Matters arising from the above minutes (page 3)**

Adam Goldwater's visit to Year 1 had been delayed because of snow and would be rearranged in the near future.

**Action: Adam Goldwater**

**Matters arising from the above minutes (page 3)**

Jill Hetherington had written a report on her visit to Year 4, (Item 13)

**Matters arising from the above minutes (page 3)**

Arlene Ainsley and Paul Simpson would visit Year 5.

**Action: Arlene Ainsley and Paul Simpson**

**Data Protection (page 3)**

This would be discussed later in the meeting, (Item 9)

**Teaching School Update (page 5)**

Laura Robb would participate in mock interviews of Initial Teacher Trainees to be held the following day.

**Policy Review (page 5)**

Paul Simpson reported that he awaited a response from Lorraine Griffin, Local Authority (LA) Service Manager, Attendance, to check when the school would be required to consult regarding the Admissions Policy as part of the Ouseburn Learning Trust. Paul would recontact Lorraine.

**Action: Paul Simpson**

**Reports from committees / individual and link governors / governor visits (page 6)**

The Executive Headteacher or Head of School would complete the comments section on governors' reports on an ongoing basis. Julia De Soyza noted that she had sought comments from Cathy Hogan for her report on their meeting to discuss

SEND as this had seemed more appropriate.

**Reports from committees / individual and link governors / governor visits (page 6)**

It was reported that David Griffiths had begun to monitor PE and Sports Premium funding as part of his role as PE Link Governor.

**Reports from committees / individual and link governors / governor visits (page 7)**

Governor Services would add discussion about year group arrangements for governor monitoring to the agenda of a summer term GB meeting.

**Action: Governor Services**

Staff had been advised via an email that they should invite their link governors to events in school.

**Reports from committees / individual and link governors / governor visits (page 7)**

The next governors monitoring morning would be held on 23 May 2018. Governors discussed possible topics for monitoring and it was **agreed** that the role and impact of Teaching Assistant (TA)s would form the basis of the visit. Governors hoped to speak to TAs and pupils during their visit. Laura Robb would liaise with governors regarding their attendance on that day. The Curriculum Committee meeting would need to be moved away from SATs week and may be on Tuesday 22 May.

**Action: Laura Robb**

**Local Authority Reports – spring term 2018 (pages 8 and 9)**

It was confirmed that committees assigned to consider relevant reports had done so.

**Safeguarding and Curriculum Update (page 10)**

Members of the Pupil Support Committee had begun to discuss, review and update the school's Sex and Relationship Education Policy, its programme and associated resources.

**Safeguarding and Curriculum Update (page 11)**

Contributions to the question 'What skills do we want our children to have?' had been received during a Parents Evening. Dominic Martin would distribute The West Jesmond Curriculum to governors via email to receive their final comments. The aim of The West Jesmond Curriculum was to deliver the national curriculum, outline distinctive aspects of the school and to articulate the values of the school.

**Action: Dominic Martin**

**8. School Improvement**

Spring Term Headteacher Report, March 2018, had been circulated prior to the meeting.

Dominic Martin highlighted the following points:

**A maturing school culture**

- There was concentrated focus on discussion about fewer items and how the school joined together as a culture of people.

- Constant consideration was given to moving forward and developing the effectiveness of the school to avoid drifting into a declining model, a danger when a leadership group had been in place for a long time. The report included a model of school culture developed by Stoll and Fink, 1996, which showed how school cultures could be examined on two dimensions, effectiveness-ineffectiveness and improving-declining.
- A significant focus for this year had been participatory Continuous Professional Development.
- The school's process of implementation closely matched the recently published Education Endowment Foundation's model for delivering change in a school and featured quarters for exploration, preparation, delivery and sustainability. Assessment of the readiness of the school to deliver the implementation plan had been a strong consideration. The school had followed the model and it had yielded results.
- Staff had considered whether the time devoted to planning and monitoring had delivered an appropriate return in terms of pupil outcomes.
  - Regular posts from staff using the Social Media feed 'Yammer' demonstrated the sharing of resources and ideas. All staff belonged to the same group which had developed different layers and textures. Cathy Hogan noted that staff may have been forced out of their comfort zones. Jodie Leeson, TA, observed that it had been very useful to find out how others had responded. **In response to a query about Yammer**, Dominic confirmed that an emerging thread had developed and a protocol for its use would eventually be set.
  - Different strategies for feedback would be reviewed; it was important to ensure functionality of marking and feedback.
  - Positive comments received from staff were included in the report and indicated a very successful process of change. Dominic felt very proud that the initiative had involved everyone. Laura Ward, Year 1 Teacher, commented that it represented a culture change for staff which had been challenging. Staff had been trusted and given the freedom to implement new ideas. Cathy Hogan, SEND Co-ordinator, noted that some staff had found it quite difficult. Dominic observed that those who had been enthused and quick to implement ideas had been balanced by others who, whilst supportive of new ideas, were naturally more cautious.
  - Laura Ward felt that it had been useful to discuss effective marking with other staff. Marking for different year groups varied, for example, Year 1 pupils may struggle to read and it was preferable to discuss their work with them.

**A governor queried whether the initiative had given teachers too much freedom.** Dominic felt that with a number of new staff in place, the timing was right and it had presented an opportunity to reflect on what had worked well and what had not. The school was more coherent and confident about its identity and what it did well.

- Dominic referred to the view of Professor John Hattie who had remarked that the rising number of TAs were 'a creeping amateurism coming into education'. Dominic stated that whilst TAs contributed to a highly effective and skilled workforce, it was still appropriate to ask if they provided value for money. TAs in the school received the same professional development review programme as teachers and received systematic and regular training. **A governor asked how**

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**the school measured the impact of TAs.** Dominic replied that this would be through Yammer, talking about teaching, talking to class teachers and would focus on their contribution to teaching. **In response to queries,** Dominic clarified that Higher Level Teaching Assistant (HLTA)s delivered Planning Preparation and Assessment (PPA) time which was planned and did not constitute cover. He assured governors that TAs did not cover classes. Dominic advised that there was a clear distinction in pay grade and job description between a TA and an HLTA. He regarded TAs as part of teaching and learning and expressed his confidence in the team and provision in place. **In response to a further query about the use of TAs which varied widely in different schools,** Dominic observed that their role had changed over time.

- Margaret Armstrong, the school's Improvement Partner, had commented that the school was 'outstanding plus'.

### **Commitment to curriculum excellence**

- The need to deliver a rich curriculum was emphasised.
- The recent Science Technology Engineering and Maths (STEM) week had been testament to the school's commitment to curriculum excellence. A female polar explorer had visited the school.
- Events such as the Talent Show provided pupils with significant learning opportunities and were highly valued.

### **Academic Summary**

- 31 pupils had joined the school as In Year admissions during Autumn 2017 and 21 pupils had left the school that term. The figures indicated the transience of the school community. The new admissions had integrated very well.
- To date, 6 pupils had joined the school as In Year admissions during spring 2018 and 2 pupils had left the school.
- Tables predicting end of year attainment for pupils in all year groups were included in the report. Data summaries would be considered in detail by members of the Curriculum committee.
- Areas to consider for each year group had been identified; these concerned the progress of pupils predicted to achieve greater depth standard who had fallen below predictions.
- Trends for summer born pupils were statistically relevant and it would be necessary to look at the longer term picture for these pupils.

### **Evaluating the quality of teaching**

- Lesson observations had been categorised according to feedback, challenge and differentiation, classroom talk, skills development and expectations and relationships, all of which had been assessed as strengths except for challenge and differentiation; this would be a strand for development.
- Newly Qualified Teacher (NQT)s had embraced school culture and worked together very well.

### **Teaching School**

- National Professional Qualification for Middle Leadership (NPQML) training planned for June 2018 would be run by National Professional Qualification for Senior Leadership (NPQSL) in collaboration with North East Teaching Schools

Partnership (NETSP).

- There were 5 Initial Teacher Training (ITT) students in 2017 – 2018 and there would be 10 places in 2018 – 2019; 9 places had already been confirmed. No notice interview practice would take place the following day.

### **Staffing - Recruitment**

- Jaqui Nicholson's post as Well Being and Extended Services Lead had been evaluated at grade N7. The role would add to the school's inclusion team offer. Jaqui would receive time off in lieu if she ran clubs during the holidays.
- Dianne Sanderson's request to reduce her hours from September 2018 had been agreed. It was noted that there may be a job share in Reception which needed to be carefully planned and thought through. **A governor queried whether a job share arrangement would work for pupils in Reception;** this was confirmed by Dominic Martin who advised that the arrangement would be scrutinised by the Personnel Committee.

### **Staffing – Sickness**

An analysis of sickness by type had been included in the report. Stress had accounted for 43 days of absence and, **in response to a query**, Dominic noted that this may be related to one individual. He advised that previously staff had notified school of their absence via a text message, however, they would now contact Rebecca McVittie, Deputy Headteacher, which presented an element of challenge. It also allowed the school to be reactive and could reveal a layer of complexity which would not have been evident through a simple text message. Rebecca also conducted back to work interviews. There was a fixed amount of funding for supply cover for each term and it was frequent practice to select another member of staff to provide the cover rather than use supply.

In the spring term there had been two referrals to Occupational Health. As an employer, the school would step in to assist even if the cause was not work related. The causes of stress could be broader than work related stress. Dominic felt that an employer had a duty in this respect. **A governor asked if this was for open ended treatment.** LA Human Resources had a clear short term focus which was linked to wellbeing and tended to broker treatment from outside providers. Occupational Health's input tended to be counselling. The school was quickly able to access Cognitive Behavioural Therapy.

### **Safeguarding and Behaviour Statistics**

There had been three referrals to Social Services since September 2017 and two pupils had Child Protection Plans in place since September 2017. Dominic advised that the school worked with a small consistent group of families to provide support.

### **Attendance**

The current level of attendance was 96.51% to 2 March 2018. Attendance of English as an Additional Language (EAL) pupils was 95.17% which was lower than other groups of pupils and this was attributed to their travel abroad.

### **Progress comparisons from similar starting points SEND was tabled.**

SEND pupils had performed well in terms of Expected progress. It was important to study the numbers of pupils involved and not only the percentages. Pupils who had

made accelerated progress indicated where the school had added value.

**A governor queried the abbreviation PAG** and was informed that it was Prior Attainment Group which applied to pupils in Year 5 and Year 6 from the previous assessment scheme of Levels.

It was noted that the make up of groups were determined by a combination of prior attainment at KS1. The groups are calculated using an average of the combined English and Maths score. High performing pupils in either English or Maths were at risk of being placed in a higher PAG group as a result of the averaging process. As a result school will track pupils in progress in individual subjects as well as PAG groups. This will be discussed further by members of the Pupil Support Committee.

**Action: Pupil Support Committee**

**Statement of Quality of Teaching, Learning and Assessment, March 2018 was tabled.**

**Spring Term 2018, Note of Visit, by Margaret Armstrong, School Improvement Partner, was tabled.**

The report had been received by school earlier in the day. Margaret's report and the Statement of Quality, an evaluation of where the school stood with Teaching, were interrelated.

Margaret had conducted a learning walk accompanied by Dominic Martin and Rebecca McVittie. Lessons had been observed and Margaret had found them to be of exceptional quality with excellent opportunities to develop literacy and numeracy skills at a rapid rate. **A governor asked how long Margaret had spent in each classroom.** Dominic replied that the length of time had varied but was generally ten minutes or more. Margaret had a keen eye for good teaching and had given precise feedback. Following the lesson observations, Margaret had asked Dominic and Rebecca for their feedback and all three had been in agreement. Dominic summarised the lesson observations as follows:

- Reception: The quality of environments were 'safe, secure and enticing'.
- Year 1: Teaching of writing skills was exemplary and questioning was used very well.
- Year 2: Pupils who had struggled with fractions had been offered alternative methods and Margaret had appreciated the adjustment of practice. **Governors also valued this.**
- Year 4: Whilst good learning had taken place in one of the classes, the pace of the lesson had required adjustment.
- Year 5: Margaret had been very complimentary about the teaching of a challenging text.
- Year 6: Governors were encouraged to visit the 'Welcome to Nowhere' work which had 'fostered inspirational learning'.

**A governor asked if all staff would receive copies of Margaret's report;** this was confirmed.

Dominic noted that the report had been very satisfactory.

## 9. Data Protection

Dominic Martin and Paul Simpson had attended a training course on General Data Protection Regulations (GDPR) provided by Womble Bond Dickinson.

- An audit trail would be required to understand how data came into the school and left the school.
- It would be necessary to ensure that necessary agreements were in place.
- Large breaches of data must be reported to the Data Commissioner.
- Staff data must be protected.
- A Service Level Agreement (SLA) with Gateshead LA had provided a Data Protection Officer independent from the school. Gateshead LA had begun to look at terms and conditions of suppliers of systems used by the school and would ensure that companies were GDPR compliant. **A governor asked if the school could still be sued.** It was noted that if the company was data compliant, the school would not be liable, for example, if CPOMS breached data.

**A governor asked who was responsible for data protection** and was informed that the GB was responsible. The Executive Headteacher was the Data Controller.

**A governor sought assurance that the school was on track for where it needed to be;** this was confirmed. A plan was in place although the school may not be fully compliant by 25 May 2018. A process would be devised to follow in the event of any breaches of data. Dominic advised that dependent upon the nature of the breach, governors would be informed. **Governors felt that they should be informed whatever the nature of the breach.** Staff would require regular training which would fall within the remit of safeguarding. Staff working at home would use Office 365 and store data on the Cloud. The most sensitive data held by the school related to ethnicity and Social Services involvement.

*Paul Simpson left the meeting at this point, 7.45pm.*

## 10. Teaching School Update

An update on the Quayside Teaching Alliance appeared within Margaret Armstrong's Report, (Item 8)

## 11. Policy Review

There were no policies for review.

## 12. Ouseburn Learning Trust Update

An account of achievements of the OLT was included in the Head of School's Report.

The following update was given:

- Heaton Manor School was working through due diligence.
- Hannah Hales, Administrative Assistant of the Trust, had an expanded role within the Trust.
- Dominic Martin thanked Miles Wallis-Clarke, Headteacher of Hotspur Primary School, for a fantastic singing event at Newcastle City Hall and noted that it was great to see schools in the Trust working together.



**13. Reports from committees / individual and link governors / governor activities and visits / governor development and training / GB self-evaluation**

The following reports had been circulated prior to the meeting:

- Report on meeting with Year 4 Teachers by Jill Hetherington, 12 January 2018
- Personnel Committee meeting minutes, 28 February 2018
- Report on Marking and Feedback review by governors, 1 March 2018

The following reports were tabled:

- Report on meetings between SENCO and Vulnerable Pupil Link Governor by Julia De Soyza, 16 February and 20 March 2018
- Curriculum Committee meeting minutes, 13 March 2018

Governors noted the content of the reports.

**Governor Training**

- Jill Hetherington had attended Governors roles and responsibilities in relation to Looked after children, 22 February 2018.
- Julia De Soyza had attended SEN Link Governors – high needs funding update and how to measure the impact of funding, 22 March 2018.

**14. Financial Items**

**Condensed Expenditure Report**

A Condensed Expenditure Report was not available.

**Feedback from submission of Schools Financial Value Standard (SFVS)**

This item would be carried forward to the next GB meeting.

**Service Level Agreements / Contracts 2018 – 2019**

Dominic Martin advised that the school was in the process of efficiency checking and certain changes would take place.

**Budget 2018 – 2019**

The budget would be approved in the summer term.

**15. Safeguarding / health and safety / risk management items**

There were no issues reported. Safeguarding had been covered by Head of School's Report (Item 8).

**16. School term and holiday dates 2018 – 2019**

A Community Schools Calendar for 2018 – 2019 had been circulated prior to the meeting. Term dates and three non-teaching days would be agreed at a subsequent GB meeting.

**17. Dates and times of future GB and Committee meetings**

The following dates for GB meetings had been agreed previously:

- 22 May 2018

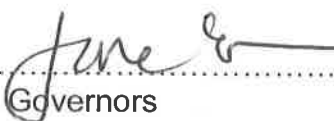
- 10 July 2018

Both GB meetings would begin at 5.45pm for 6pm.

Laura Robb would check the GB meeting date in July with the Chair. Jill Hetherington agreed to organise a meal in a local restaurant for governors on the evening of the last GB meeting of the academic year.

**Action: Laura Robb and Jill Hetherington**

There was no further business; Laura Robb thanked governors for attending and closed the meeting at 7.55pm.

Signed.......... Date..... 23/5/18.....  
Chair of Governors