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**Approved Minutes  
Meeting of the Governing Body (GB) of  
WEST JESMOND PRIMARY SCHOOL (WJPS)  
Tuesday 10 July 2018**

**Present:**

Jane Edminson (Chair)  
Ishy Bruce, Laura Cordy, Adam Goldwater, David Griffiths, Ayesha Hafiz,  
Jill Hetherington, Cathy Hogan, Jodie Leeson, Dominic Martin (Head of School),  
Rebecca McVittie (Associate member), Xanthe Mills, Laura Robb, Paul Simpson and  
Laura Ward

Governors in post - **18**; quorum - **9**; governors present – **14** (and 1 Associate member)

**The meeting was quorate**

**In attendance:**

Claire Hepple ~ Governor Services

**1. Welcome**

The Chair welcomed everyone to the final GB meeting of the academic year at 6.05pm.

**2. Apologies for absence**

Apologies for absence had been received and were **accepted** from Arlene Ainsley, Julia De Soyza and Gary Wallis-Clarke (Executive Headteacher).

Henry Cave had not sent apologies for his absence. The Chair had emailed Henry about his lack of attendance at GB meetings but had not received a response and would email him again.

**Action: Chair**

**3. GB Appointments / membership update**

**Co-opted Governor vacancy**

**In response to a query**, the Chair advised that a previous audit of governors' skills had not revealed any gaps. Adam Goldwater volunteered to ask colleagues if they would be interested in becoming a governor at the school.

**Action: Adam Goldwater**

**Foundation Trust Governor vacancy**

Nicky Wise had stepped down as a Foundation Trust Governor. Governors expressed their appreciation of her work for the GB. The Chair had notified the Ouseburn Learning Trust of the vacancy in the anticipation that it would source a suitable prospective governor.

**4. Declaration of Interests**

There were no revisions to interests previously declared.

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

Rebecca McVittie, Deputy Headteacher, would introduce The No Outsiders Project under School Improvement, Item 8.

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

The draft minutes of the GB meeting held on 22 May 2018 were attached and **approved** with no confidential items declared.

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

**Apologies for absence (page 1)**

It had already been noted that the Chair would re-contact Henry Cave about his absence from GB meetings.

**GB Appointments / membership update (page 2)**

Governors had been informed that Nicky Wise had stepped down from the GB.

**Matters arising from the above minutes (pages 2 and 3)**

- Adam Goldwater reported that he had met Laura Ward, Year 1 Teacher, and would provide a follow-up.

**Action: Adam Goldwater**

- The West Jesmond Curriculum had been emailed to governors and was tabled at the meeting.
- The Chair advised that Margaret Armstrong, the school's Improvement Partner, would visit the school on 13 July and she would have the opportunity to meet her then.
- Jill Hetherington had organised a meal for governors later in the evening.

**Quayside Teaching School Alliance (page 5)**

Impact and benefits of Teaching Schools would be highlighted in future termly updates from the Executive Headteacher.

**Action: Executive Headteacher**

**Year Group arrangements for governor monitoring 2018 – 2019 (page 7)**

Governor monitoring arrangements for 2018 – 2019 would be covered later in the meeting, Item 13.

**Local Authority reports – summer term 2018 (page 9)**

- The Chair advised that she and the Executive Headteacher would ensure that Headteachers of schools in the Ouseburn Learning Trust began discussions about the consultation process for admissions which would take place in the autumn term.

**Action: Chair and Executive Headteacher**

- It was confirmed that the Personnel Committee had considered the LA Report Update on HR Issues.

**8. School Improvement**

The following reports had been emailed in advance of the meeting and were tabled:

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- End of term update from the Executive Headteacher
- Summer term Head of School Report, July 2018

A revised Data Summary Report and Deputy Headteacher Update, Summer Term were tabled.

Three booklets from OTrack, a new data processing provider, were tabled:

- End of Early Years Foundation Stage Outcomes Report, 2017 – 2018
- End of Key Stage 1 Outcomes Report, 2017 – 2018
- End of Key Stage 2 Outcomes Report, 2017 - 2018

### **End of term update from the Executive Headteacher**

Dominic Martin drew governors' attention to key aspects within the Executive Headteacher's end of term update:

- Completion of residential and training elements for the National Professional Qualification for Executive Leadership (NPQEL) qualification had given the Executive Headteacher greater insight into issues facing schools. He felt that the school was in an enviable position as a National Teaching School and as part of a Foundation Trust given current questions about the financial viability of Multi-Academy Trusts. During the course of the next year he would complete two further assignments for the NPQEL, a business case plan and a school improvement project working across a number of schools.
- As part of the Executive Headteacher's Trust role, work on transition between Year 6 pupils and Heaton Manor School had involved reciprocal visits of staff from the school visiting Heaton Manor School and English staff from Heaton Manor visiting the school. The project had highlighted the capabilities in English of Year 6 pupils for Year 7 teachers. Dominic observed that this work had helped broach movement between one school and another and the initiative may be taken to the Newcastle Promise Board.
- The Executive Headteacher had reflected upon the quality and depth of the curriculum offered to pupils at the school. He noted the school's involvement with the Great Exhibition of the North, Scottish Opera, the Arts Mark submission, the Teaching School offer and being part of the Jesmond Community festival.
- In conclusion, the Executive Headteacher, paid personal tribute to the importance of the foundations of learning and observed that SATs in Year 6 were not an end point but a stepping stone.
- Dominic commented that this had been the second year of a different leadership structure and that Rebecca McVittie, Deputy Headteacher, had made a huge difference to the running of the school.

### **Summer term Head of School Report, July 2018**

Governors were referred to the tabled Data Summary report which was more up to date than the version previously emailed. Dominic Martin highlighted the following:

- Key Stage 2 SATs results had been published earlier that day and the following headlines were reported:
  - 92% of pupils had achieved the Expected standard in Reading, 49% of whom had achieved Greater Depth. (National figures: 75% and 19%)
  - 95% of pupils had achieved the Expected standard in Writing, 36% of whom

- had achieved Greater Depth. (National figures: 78% and 15%)
- 93% of pupils had achieved the Expected standard in Maths, 53% of whom had achieved Greater Depth. (National figures: 76% and 17%)
- 84% of pupils had achieved the Expected standard in Combined and 21% had achieved Greater Depth. (National figure: 64%, Greater Depth unavailable)
- 96% of pupils had achieved the Expected standard in Spelling, Punctuation and Grammar (SPAG), 63% of whom had achieved Greater Depth. (National figure: 78%, Greater Depth unavailable)
- Dominic regarded the results as phenomenal and credited the dedication of the Year 6 team. He believed that the results may be life changing for some pupils as higher expectations anticipated from them in secondary school presented a great opportunity.
- 89% of Reception pupils had achieved a Good Level of Development (GLD). (National figure: 71%)
- Year 2 SATs results were:
  - 82% of pupils had achieved the Expected standard in Reading, 40% of whom had achieved Greater Depth Standard. (National figures: 76% and 25%)
  - 78% of pupils had achieved the Expected standard in Writing, 25% of whom had achieved Greater Depth Standard. (National figures: 68% and 16%)
  - 82% of pupils had achieved the Expected standard in Maths, 41% of whom had achieved Greater Depth Standard. (National figures: 75% and 21%)
- Year 2 outcomes had compared very favourably with national outcomes. It was hoped that next year's Year 2 outcomes for Expected standard would be higher.
- The overall picture was that the school was in a very strong position. Staff and pupils had delivered quality outcomes. Dominic credited the staff team who had given all their energy and commitment. The outcomes were good because the staff worked well together as a team both as a whole and in each year group. The school regarded progress from a longer perspective to allow pupils breathing space and outcomes for Year 6 pupils had shown that this approach worked. A new staff team had worked with Year 6 pupils and the best results ever had been produced. Dominic felt that this represented a moral victory for providing pupils the teaching they were entitled to. **In response to a query from the Chair**, Dominic had advised the Year 6 staff team not to repeatedly test pupils and that even if the results had not been as good, staff could be proud of the breadth of the curriculum.
- Scaled scores for Year 6 pupils at the school were significantly higher than the national average:
  - 109 points for Reading (national average 105 points).
  - 109 points for Maths (national average 104 points).
  - 111 points for GPS (national average 106 points).
- Various lines of enquiry had been identified from analysis of the data. These included:
  - Boys had attained better results than girls in Maths across all year groups; this was acknowledged as a common trend in primary schools and deserved attention.
  - Boys were 8.5% better than girls in Reading in Year 2.
  - Girls were 8.9% better than boys in Reading in Year 4.

Dominic advised that there was statistical relevance where there was a percentage difference greater than 10%.

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- The school's Improvement Partner would analyse the data and follow up the lines of enquiry and monitor their usefulness. **The Chair commented that investigations would be worthwhile as they may shed light on areas for development.**
- Dominic felt personally delighted for pupils and the staff team for the great results. Governors expressed their thanks to all the staff and pupils for the results. A governor felt that Steph Bellwood, a Year 6 staff member, stood out for especial praise. **A governor asked about the Year 6 cohort** and was informed that there had been 9 new pupils in that year group. It was noted that the 2018 – 2019 Year 6 group was not as strong academically and included 16 new admissions; outcomes were not expected to be as strong. Dominic also expressed the view that subjects, like Maths, had become more difficult.

### **Staffing 2018 – 2019**

Staffing for each year group for the next academic year was outlined. It was noted that conversations had taken place at the beginning of the year with staff about their possible movement to different year groups which had allowed them time to adjust to the idea. The movement of staff presented different opportunities for staff, allowed the movement of ideas around the school and ensured that the school stayed fresh. One staff member would remain with a year group to act as an anchor of experience for the group.

### **School Attendance**

- Whole school attendance to 8 June 2018 was 96.74%.
- The Chair commented upon the excellent reduction in persistent absentees. Rebecca McVittie noted that Helen Jordan, Attendance Officer, had built up positive relationships with parents and regularly visited families to support their children's attendance at school. Helen had been proactive and was familiar with strategies which helped families who struggled to engage with school.

### **Safeguarding**

- 14 pupils had been referred to Social Services since September 2017.
- 4 pupils had Child in need plans.
- 1 pupil had an Early help plan.
- The school had received 8 notifications through Operation Encompass.

Dominic Martin advised that staff made thorough attempts to understand pupil's accounts and cross referenced with other staff members before making a referral to Social Services. An increasing number of referrals to Social Services had been connected with discipline which had involved hitting a child. Staff at school recognised that there was a loving relationship between parent and child and that the child's loyalty was with the parent. The involvement of Social Services in a child's was taken very seriously, however, the school had a duty of care and had to be capable of holding responsibility. Dominic acknowledged that a single flashpoint could trigger unacceptable behaviour from a parent which would be carefully considered by staff and may not necessarily result in a referral to Social Services; a repetition of such behaviour was likely to be referred. **A governor felt that the school should not worry about making a referral to Social Services.**

**A governor thought that 14 referrals to Social Services over the course of the**

**academic year to be quite high.** Dominic noted that a visit by the NSPCC to the school had resulted in pupils becoming more accustomed to the language and staff needed to be mindful of this. Assistant Heads often attended meetings with parents so that they gained practical experience of these issues.

**The Chair asked whether dealing with these situations was manageable for staff in their current leadership roles;** Rebecca McVittie acknowledged the time consuming nature of this work yet confirmed that it was manageable.

### **School Development Priorities 2018 – 2019**

Three priorities were outlined:

- Curriculum Assessment Reappraisal and Development
  - The curriculum had changed since 2014 and would be a focus for next year.
  - Year groups would work on shared units across the school.
  - There would be a focus on one person of historical significance from Reception to Year 6. **A governor felt that it would be interesting to track progress and compare the work of different year groups with this narrowed focus.**
  
- Mastery through Oracy
  - A wide range of vocabulary would be required by pupils with the mastery style of curriculum.
  - Gaps in vocabulary experienced by disadvantaged and English as an Additional Language (EAL) pupils would be addressed.
  
- Securing and Accelerating the learning of disadvantaged and vulnerable pupils
  - There was no consistent pattern in data with variations in each year group.
  - Tom Jones, Assistant Head for Science and Technology, would work with teachers in a coaching and mentoring capacity to provide practical support for vulnerable learners.
  - The school would investigate areas where it could provide support and ensure that it would do everything it could.
  - Dominic observed that the school could the make most difference in this area.

Dominic was thanked by governors for his report.

### **Deputy Headteacher Update, Summer Term**

Rebecca McVittie provided information about the No Outsiders Project:

- The Project, funded by Newcastle City Council, had run successfully in schools across the United Kingdom.
- Laura Ward, Personal Social Health and Citizenship Education (PSHCE) Lead, Rebecca McVittie and Ishy Bruce had attended a full day training session about the Project.
- The resource was based on 35 picture books for use by pupils from Early Years to Year 6. The books aimed to help staff to address challenging situations. All pupils would have had access to each of the books and by Year 6 would have accessed all of them. The books were tabled for governors to look at during the meeting.
- Andrew Moffat, who had developed the No Outsiders Project, had spent a day at the school and had delivered lessons to Year 1 and Year 6 pupils.
- An action plan had been developed which Laura Ward would lead. Laura advised

that some of the books were already used in school. She noted that the underlying message was that whilst pupils of the school may practice different faiths, all ways of being were acceptable.

- The school had 'Time to Talk' sessions and some conversations could be challenging. This was a reinjection of resource to equip pupils for the world. Everyone would be able to contribute suggestions to expand the collection.
- Dominic Martin observed that this linked with the SDP priority of Mastery through Oracy because the picture books would develop pupils' ability to describe situations.

**The Chair asked whether pupils would use every book or whether a book would be used by staff to address an issue.** In response, it was noted that every pupil would use every book, however there was flexibility and a book may be used to tackle a particular issue. **The Chair asked whether the school would brand itself as a No Outsider school as some other schools had;** Rebecca did not feel that that was needed.

The Chair advised that the first step of the process was to share the books with the GB and to have conversations about the Project. She invited comments from governors. Governors contributed the following comments and questions:

- **A governor expressed the view that people of faith may not agree with aspects of the Project. Another governor felt that a child of a specific faith should be educated in other beliefs and then make a good informed choice.**
- **The ethos of No Outsiders was that everything was acceptable. If there were deeply held beliefs that something was not acceptable, those who held those beliefs should not become outsiders themselves. A governor stated that she was very proud that her children attended the school and felt that for everything to be acceptable, this must include Christian beliefs.**
- **The Project was about the celebration of differences.**
- **It was acknowledged that homosexuality was lawful.**
- **Why was the adoption of this Project better than what the school already did? The school needed to be clear why there was a need for change.** Rebecca McVittie responded that this did not represent change but was a widening of awareness.
- **The resource would help pupils realise that they shared the world. The Chair felt that it showed pupils options.**
- **More information was required about the Project.**

Dominic Martin commented that the books were pitched at children's level, for example, to give pupils an understanding that there may be a family with two mums or two dads. The intention of the Project was to build tolerance not to provoke harm. The Chair added that the intention of the Project was that there should not be any outsiders rather than the promotion of any particular message. Laura Ward felt that how the Project was implemented would make a difference.

Governors would conduct research on the Project and would make a decision at a GB meeting or a committee in the autumn term about whether to proceed with the Project having received reassurance about how it would be used and the levels of

training and support for teachers. Rebecca would send the list of books to governors.

**Action: Governors and Rebecca McVittie**

Dominic felt that the judgement of staff to educate the complicated audience of the school community should be trusted. He felt that the richness of challenges made the school what it was in a positive way, that beliefs could coexist harmoniously and that pupils should be appreciative of different opinions.

The Chair would check the objectives of the school on the website with reference to the Equality Act.

**Action: Chair**

**9. Data Protection**

It was reported that General Data Protection Regulations (GDPR) had been applied vigorously. Dominic Martin explained the school's position in relation to annual requests from secondary schools for pupil information.

**10. Ouseburn Learning Trust Update**

The Chair requested that as many governors as possible book places on any of the three GDPR training dates which had been organised by the Trust.

**Action: Governors**

**11. 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:

- Curriculum Committee meeting minutes, 22 May 2018
- Governors' Report on monitoring visit to look at use of Teaching Assistants, 23 May 2018
- Personnel Committee meeting minutes, 20 June 2018
- Finance and Premises Committee meeting minutes, 26 June 2018

Rebecca McVittie was thanked for her comments about the monitoring visit. Issues which had been identified during the monitoring visit had been addressed at committee level.

**12. Statement of Internal Control**

Pre-Certification Checklist for Governors and the Statement of Internal Control for Schools had been circulated prior to the meeting. Governors **approved** the Statement of Internal Control for Schools.

**13. Governor monitoring and committee arrangements 2018 – 2019**

Laura Robb was thanked for her work on monitoring and committee arrangements for the next academic year.

The following committee memberships were **agreed**:

**Personnel**

Laura Robb (Chair)



Ishy Bruce  
Jane Edminson  
Jill Hetherington  
Dominic Martin  
Xanthe Mills

**Finance**

Paul Simpson (Chair)  
Henry Cave  
Jane Edminson  
David Griffiths  
Ayesha Hafiz  
Dominic Martin

**Curriculum**

Adam Goldwater (Chair)  
Laura Cordy  
Jane Edminson  
Laura Robb  
Laura Ward  
Also invited: Tom Jones (Assistant Head for Science and Technology)

**Inclusion** (formerly Pupil Support)

Jill Hetherington (Chair)  
Arlene Ainsley  
Ishy Bruce  
Julia De Soyza  
Cathy Hogan  
Jodie Leeson  
Rebecca McVittie

**Teaching School Group** (to meet three times a year)

Laura Cordy  
Jane Edminson  
Rebecca McVittie  
Laura Robb  
Paul Simpson

Monitoring visit days would take place on 12 March 2019 and 6 June 2019. The focus for the June visit would be disadvantaged pupils.

The following Link Governor arrangements were **agreed**:

PE:	David Griffiths
Safeguarding:	Jill Hetherington
Vulnerable Pupils:	Julia De Soyza

These arrangements would be emailed to governors. The Chair advised that priorities would be monitored rather than year groups.



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

There were no issues reported.

**15. Reminder of dates and times of GB meetings 2018 – 2019**

Governors were invited to attend a review of 2017 – 2018 which would take place in the morning of 4 September 2018, for which Dominic Martin would circulate a specific agenda. A governor commented that a session he had attended on a previous occasion had been both energising and celebratory.

**Action: Head of School**

Dates for GB meeting had been previously agreed as follows:

- 9 October 2018
- 4 December 2018
- 29 January 2019
- 26 March 2019
- 21 May 2019
- 16 July 2019

All meetings would begin at 5.45pm for 6pm.

**16. Reminder of procedure for election of Chair / Vice-Chairs**

Governors had been reminded of the process for the election of Chair and Vice-Chairs on the agenda for the meeting.


**Policies**

The Feedback Policy and the Planning and Preparation Policy which had been emailed to governors in advance of the meeting were **approved**.

Dominic Martin thanked governors for their availability for discussion and the way in which they had supported him in his role as Head of School.

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

Signed..........  
Chair of Governors

Date..........