NETLEY PRIMARY SCHOOL
MINUTES OF GOVERNING BOARD
MEETING HELD ON WEDNESDAY 11.7.18 AT 4.30PM

ATTENDEES:

Anthony Stoll (Chair)	✓
Bavaani Nanthabalan (Executive Headteacher)	✓
Deepak Kuriyan	✓
Dorothea Hackman (Joint Vice Chair)	✓
Sheba Khanom	✓
Ifra Mahamoud	✓
Rujina Begum	✓
Susan Wright	✓
Alyson Dermody Palmer (Deputy Head Robson House)	✓
Alan Murphy	✓
Eva Perucha	✓
Javed Ahmed	✓
David Auger	APOLOGIES
David Brown	APOLOGIES
Salique Mohammed	APOLOGIES
Ridouan Bakalla	

OTHERS PRESENT:

Corinne Irving (Bursar)	✓
Julian Race (Campus Business Manager)	✓
Gareth Morris (Assistant Headteacher)	✓
Kim Harrigan (Finance Officer)	✓
Janine Davenall (EYFS lead)	✓
Pete McGuigan (Clerk)	✓

	ITEM	ACTION
1	**Welcome and apologies for absence**	
1.1	Anthony (AS) welcomed everyone, opened the meeting at 4.35 and thanked everyone for attending earlier than originally planned.	
1.2	Governors had received and accepted apologies from • Salique Mohammed • David Auger • David Brown Governors noted the absence of Ridouan Bakalla and the resignation of Khadra Ali.	
2	**Declarations of interest**	
2.1	There were no declarations of interest for the meeting.	

3	**Notification of AOB**	
3.1	There were no AOB items to be discussed	
4	**Minutes of the previous meeting (29.11.17)**	
4.1	Janine Davenall (JD) reported to Governors on work in the Early Years Foundation Stage (EYFS) and highlighted: a. Outcomes were improving slowly, with ○ the Good Level of Development (GLD) measure rising – i.e. many children now making accelerated progress ○ some children being judged as 'exceeding ○ writing and number being the weakest areas (following a national trend). ○ data not yet reflecting the high quality of provision ○ the current cohort being a challenge (including 8 children with high levels of SEND, for whom the school was pursuing EHCPs, a long and complex process), a high transience level and many home / social difficulties b. There was a good learning environment and dedicated, aspirational, and highly skilled staff, who embedded observation, analysis and assessment of children into their daily work c. There was very good play-based provision at the school, both indoors and outside, with a wide curriculum being followed every day, helping children to develop the essential 'characteristics of effective learning', e.g. curiosity, 'independence and a wish to learn d. The context for children's learning helped to give it meaning and children were given a high degree of choice over their activities. e. Staff focused on the development in children's language, essential for improving meta-cognitive capacities (i.e. being able to describe and analyse their own thinking and learning processes) f. Children applied these skills well, helping them to be happy, resilient and curious learners, able to use their learning flexibly, e.g. making the links between maths and life skills g. Regular observations (including by Camden Learning), of teaching and learning highlighted very good practice, including ○ in the 4 phonics groups (with children moving between them as needed), ○ Philosophy for Children (P4C) and the Word Aware programme (vocabulary building ○ the school's 'action research' approach (i.e. using	

	the work of the children and staff as foci for staff to investigate and improve their effectiveness) ○ rigorous planning and accurate assessment h. Good EYFS practice was having a positive impact on KS1 results	
4.2	Through close questioning and discussion, Governors established that: • there was still work to be done to help EAL children with little or not English, achieve as well as English-speaking monolingual children, and improve attendance and punctuality even more • the comparatively low level of GLD achievement (less than half) reflected the very low starting point of many NPS Nursery children ((e.g. 60% not Nursery-ready on entry, often 18 months behind national expectation), and would improve because of better funding and provision (e.g. the 2YO provision in Acorns), increased demands on parents (e.g. for toilet training), improved teaching and a stronger cohort coming through • NPS was a very inclusive school and attracted more SEND pupils than most other schools (with Woodlands and Robson House on site) • Although the starting places for many NPS children were low or very low, through setting accelerated progress targets in EYFS and KS1 & 2, most children achieved national expectation or better by the end of primary (e.g. in EYFS, progress targets were 5 points, compared to national expectation of 3 points)	
5	**Minutes of the previous meeting (23.3.18)**	
5.1	Governors agreed the accuracy of the previous minutes. **PM to scan and upload to GovernorHub.**	**PM**
6	**Matters arising from previous minutes (23.3.18)**	
6.1	Governors agreed that all actions identified at the previous meeting had been taken or were agenda items for the current meeting, including • NPS being part of an environmental study by Kings College • **BN to alert the London Ambulance Service to the location of the school's defibrillator** • **The premises committee was yet to devise a plan to prevent any 'tailgating' at entry points** • **BN was to consider whether to recommend publishing FGB minutes on the school website** • **Julian (JR) was to check and update the DBS status**	**BN** **Premises** **BN** **JR**

	of all Governors	
7	**Chair's Action and report**	
7.1	There were not actions to report.	
8	**Executive Headteacher's report**	
8.1	BN presented the previously-circulated report and highlighted the importance of: • 3 key priorities (accelerated progress, English and attendance) • investing well in a long-term strategy • closing the gap for GLD in EYFS • understanding the impact of provision on progress, standards and learning, through qualitative data and qualitative information • continuing to improve attendance and punctuality, with ○ persistent absenteeism (i.e. below 90% attendance) a concern due its negative impact on the overall attendance rate (currently 96% but likely to drop to 94% by the end of term) ○ it being important to compare data to London and national rates, given that Camden is very low compared to others ○ high levels of lateness of SEND pupils, sometimes leading to absence, if they arrive after close of registers • ensuring all children make accelerated progress through high quality teaching, feedback and marking • improving children's reading comprehension, oral and written communication through targeted opportunities for language acquisition • improving attendance, achievement and pupil wellbeing through stronger parental engagement in children's learning	
8.2	• Woodlands continuing to do well, having recently been assessed for accreditation for its provision by the National Autism Society	
8.3	• SEND, with 25% of pupils (over 100) on the SEND register, and with so many, it often took time for the school to identify and provide fully for those with less pressing needs	
8.4	• Safeguarding, noting that an extensive audit had been undertaken by JR and Sally, and presented to the Curriculum Committee, which agreed that there was a strong and effective Safeguarding culture at NPS, with extra support for Sally being considered, including BN being a 'designated person'	

	• building leadership throughout the school by 'growing the capabilities of all staff through personal and professional growth' • maintaining and developing quality of teaching, with 90% currently 'consistently delivering good and better teaching'. • Using performance management to resolve any teaching that required improvement (BN reported that the process had worked well during the year)	
	• Establishing strong partnerships and accessing good advice, e.g. the Camden Learning Hubs, the National Centre for Excellence in the Teaching of Mathematics, and the Next Jump partnership that had resulted in development of robotics (Governors were invited to an event on 18.7.18) and plans to develop a greater coaching ethos the following year.	
	• School Self Evaluation, with three key priorities identified: o Raise attainment through consistent and effective assessment and feedback o Increase pupils' confidence as communicators o Increase the sense of well-being for all members of the school community	
8.2	Through questioning and discussion, Governors established that: • Absence and lateness has a negative impact, not only on the individual, but also on the class • There was a range of reasons for absence, including medical, leave of absence, holidays, siblings mirroring each other's absence, and occasional bouts of serious childhood illnesses • There was a strong correlation between low attendance and low achievement • Netley was probably more assiduous in its record keeping than other schools • The dates of the beginnings and ends of terms could affect holiday costs significantly (e.g. mid-week end-of-terms) and the school should continue to set dates to avoid this as far as possible – recognizing that the school had limited flexibility	
8.3	• There were 22 children currently on roll at Woodlands and links were being made with Swiss Cottage and mainstream • Although some SEND funding was already contained in the main school budget, accessing funding through EHCPs and ENGs (Exceptional Needs Grants) was essential, but there were significant costs incurred when preparing to access these funding streams	
8.4	• Although many NPS pupils were good communicators,	

	there was still plenty of work to be done, given the high level of speech and communication needs in the school.	

8.5	Gareth (GM) presented a tabled report on recent data and highlighted that:
	• 42% of NPS children had summer birthdays, (with a negative impact on achievement)
	• Netley-only attainment (i.e. without Woodlands data) was near to National averages
	• EYFS data showed an upward trend
	• Y1 phonics success was 79%
	• Y2 phonics success 96%, which was better than national
	• KS1 data showed an upwards trend for reading, writing, maths and combined, with
	  ○ Low achievement for high ability children, but showing good progress from low and very low starting places
	  ○ Year on year improvement
	  ○ gaps being narrowed
	  ○ expected or better progress based on prior attainment
	• KS2 data showed attainment better than predicted, but lower than the previous year, with progress nearly in line with national expectation
	• The cohort had been very challenging, with 60% boys and 22 new arrivals – 2 pupils had been unable to take the tests
	• There had been nationally expected progress for middle and high attaining pupils
	
	Governors noted that data scrutiny was a useful tool and the tracking grids used by the school for Pupil Progress meetings, were very comprehensive and useful.	

9	**Finances**	
9.1	Corinne (CI) presented the previously-circulated budget for 2017-18 and highlighted that: • The school would resist any attempt to claw-back Woodlands funding • The surplus was £100k more than predicted (£120k more income but £20k more expenditure) • BN and the team had managed staffing costs very well, including a reduction in agency staff • The in-year deficit for 17-18 of £220k resulted from static budgets and increasing costs and this needed to be reduced in the present and subsequent years • There were plans in place for significant site development, including Woodlands outdoor space, a	

	sports pitch and a covered walkway.	
9.2	Governors highlighted that • Falling rolls impacting on budgets, was a Camden-wide problem • Forecasting was difficult with population movement and rehousing outside London • Staff recruitment was negatively affected by being unable to offer higher salaries or allowances • Accessing other sources of funding was being considered Gareth (6.20) and Javed (6.10) left the meeting during this item.	
10	**Policies for ratification**	
10.1	Governors agreed to defer any policy consideration until the autumn term.	
11	**Committee reports**	
11.1	Governors received the previously-circulated Finance and Premises committee minutes, noting that the Pay Committee had met.	
12	**Governance**	
12.1	AS presented the previously-circulated paper on proposed re-constitution of the GB and highlighted the proposal to reduce the size of GB to be more effective and aid quoracy at meetings. **After discussion, the reconstitution of the GB was approved, with the new constitution to be 12 Governors (4 parents, including a Woodlands parent, if possible, 1 elected staff, 1 Headteacher, 1 LA, 5 co-opted). Governors agreed the process of moving from the current, to the new, constitution as detailed in the paper**, ie. • The 5 co-options shall be determined by the GB, with the resulting GB having no more than one third staff (the HT no longer counts as staff). • The Local Authority governor is nominated by the local authority. • All continuing governors will continue to serve their term	
12.2	Ifra Mahamoud announced her resignation as Parent Governor; Governors thanked her for her contribution to the Board and the school.	
12.3	**Dorothea (DH) agreed to write a short report on the work of the Governors for the September newsletter, and Eva agreed to contribute a report on the summer fair**	**DH**

12.4	AS reminded Governors • to check the Camden Learning website for free training and development opportunities, and book any training through Julian • **of the need to complete a skills self-assessment and return it to PM for summarising and presenting to the next FGB (PM to check with Grace on any already submitted to the school)**	**All** **PM**

There being no further matters to discuss, the Chair thanked those present for attending and closed the meeting at 6.35 p.m.

Signed: _____Date: _____

Anthony Stoll, Chair of Netley Primary School Governing Body