

MINUTES OF PENTLAND FIELD SCHOOL (PFS) LOCAL GOVERNING BODY

Non Confidential Minutes for the Full Local Governing Body (LGB) Meeting
Held at Pentland Field School, Pentland Way, Ickenham, UB10 8TS
on Wednesday 15th March 2017 5:00 p.m. to 7:15 p.m.

Present:

Laura Cunningham	LC	Community Governor - Chair	T&L committee, Parent committee (via conference call)
Elizabeth Smith	ES	Community Governor – Chair for meeting	T&L committee
Devi Radia	DR	Community Governor	T&L committee Parent committee
Audrey Pantelis	AP	Head of School (HoS)	
Rachel Smith	RS	Parent Governor	Parent committee
Rashmi Patel	RP	Community Governor	Resources committee, Representative on Finance committee
Sarah Pierpoint	SP	SLT Governor	Parent committee
Angela St John	ASJ	Community Governor	Safeguarding, Resources committee, Representative on Asset Management Committee
Lauren Miceli	LM	Teacher Governor	Resources committee
Carey Philpott	CP	Clerk to Governors	

The meeting was declared quorate.

Item	Discussions and Decisions	Action
61/2016-17	<p>Welcome and apologies of absence</p> <p>a) LC apologised that she could not attend in person. As it is difficult to chair a meeting remotely, she had previously asked ES to chair the meeting and ES had kindly agreed.</p> <p>b) Jackie Lauvein (JL) had sent her apologies, which the governors accepted.</p>	<p>Apologies accepted.</p>

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62/2016-17	<p>Items for Any Other Business</p> <p>a) NAHT Special Schools Conference b) RS News</p>	
63/2016-17	<p>Declaration of Interests</p> <p>No new declaration of interests were declared.</p>	
64/2016-17	<p>Governing body approval of the minutes of the last Pentland Field LGB meeting dated 25th January 2017</p> <p>The minutes of the previous meeting were AGREED as an accurate record. They were duly signed, each page initialled by ES, the Chair for the meeting.</p>	Minutes AGREED.
65/2016-17	<p>Matters arising from previous minutes</p> <p><i>Item 47/2016-17:</i> AP has a break down for diversity in the data and will distribute it to governors.</p> <p><i>Item 50/2016-17:</i> AP has shared a summary of pupil premium strategies to measure impact and a pupil premium provision map with the teaching and learning (T&L) committee.</p> <p><i>Item 51c/2016-17:</i> The Resources committee has not met and will organise a date this evening.</p>	AP to distribute diversity data to governors.
66/2016-17	<p>School Development Plan (SDP) update including work of PFSG and progress since last DfE visit</p> <p>AP reported:</p> <p>a) The last data analysis to see if targets are met was in December. The school is preparing for the next one. There are two key groups that the school is working with to narrow the gap with other pupils:</p> <ul style="list-style-type: none"> i. Pupil Premium pupils (PP): A gap still exists, but strategies are in place and the gap is now relatively small. Teachers need to justify what they spend on an individual pupil basis to ensure the gap is closed. This is shown to Liz Edwards and AP. It is then tracked on a spreadsheet. ii. Pupils where English is an Additional Language (EAL): AP reported that EAL children are performing just as well as other pupils at PFS. Additional data will be helpful to confirm this. AP suggested the reason is due to generic 	

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	<p>teaching strategy across the school and working with Speech and Language Therapists (SALTs).</p> <p>The tracking sheet will be circulated with papers for the May LGB meeting.</p> <p>b) The SDP had been distributed, which included RAG ratings for October, December and February.</p> <ul style="list-style-type: none"> i. The target on persistent absence is no longer commented on but the systems that were put into place to monitor persistent absence are still ongoing and are very effective. The school's current persistent absence is 23% which is still below the 27% national average for special schools. ii. There are no red ratings, they are all green or amber ratings. iii. The target on improvement of outcomes for pupils is amber (through more effective differentiation, the development of more personalised learning and the implementation of a range of pedagogies designed to promote more pupil engagement in their learning). Changes in staffing have made a positive impact. AP runs weekly meetings to discuss impact and effectiveness. iv. Another amber target is the development and implementation of a robust curriculum and assessment system across the school. AP predicts it is working well and the impact will be shown in the March data. She is looking out to other schools (special and mainstream) to see what others are doing. Read Write has had a very positive impact on the school. The Read Write suppliers now want to use PFS to champion SEN schools. v. <u>Q: The Specific Learning Disability (SLD) data drop will have a better view of childrens progress. Is AP confident the figures will look better for those learners?</u> A: AP and SP answered that the impact is already known from learning walks and the SLD learning group. Hopefully next week the data drop will confirm this. P levels are limiting in showing depth of learning as P levels do not include behaviour. Behaviour within the school has improved dramatically. 	<p>Tracking sheet will be analysed at the May LGB meeting.</p>

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	vi. <i>Q: What are teachers thinking about Read Write?</i> LM replied they are positive. Vocalising and phonics are difficult for the majority of her class and Read Write is making a huge impact. SP agreed. As Read Write is so individual, the child can develop at their own speed. LSAs are highly skilled in using it.	
67/2016-17	Report back on quality of Teaching and Learning and teacher vacancy update. a) AP summarised the four phases of PFS: <ul style="list-style-type: none"> i. Opening with 4 primary school classes (4 teachers from other existing Eden schools, January to July 2015). The quality of teaching was good. ii. Expansion (September 2015-May 2016). This was the most difficult stage as the school doubled in size from 35 pupils to 70. 6 new external teachers were recruited, the additional accommodation was not finished, there was a new secondary department. Not all the teachers fitted into the environment and some left quickly. There were recruitment issues which gave additional pressures on AP and the Assistant HoS. The school responded quickly with an away day and an action plan, which is the basis of the existing SDP. iii. Development (May 2016 to December 2016). From July 2016 onwards, teaching and learning has been on an upward trend. Some teachers left, others improved. More learning walks took place, 'buddying' was introduced, exemplar lessons were shared. iv. Consolidation (January 2017 to date). The school now has 120 pupils. Pentland Field Strategy Group (PFSG) meetings were introduced for the senior leadership team (SLT) and training is good. Two outstanding practitioners have been promoted to the senior leadership team. Teachers have opportunities to discuss issues in small and big groups. Good practice is shared and staff problem solve. LSA support is strong. Personalised targets are set and EHCP targets are updated every half term. Everyone knows pupil targets which are looked at daily. Strengths of the children are known and what they need to do. There is clear evidence due to tracking. 	

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	<p>v. <u>Q: Are there any teacher vacancies?</u> A: AP replied that all 16 classes have qualified teachers, but some are long term agency staff. AP anticipates that there will be 18 classes from September (140 pupils) and the school will be full.</p> <p>vi. <u>Q: What will the school do if teachers do not meet the standard?</u> A: AP replied that they will be monitored and supported. John Ayres has been coaching one teacher which has made an impact. If all the interventions have been tried and there is no progress, the teacher will go through the formal capability process.</p> <p>vii. <u>Q: A huge amount of positive work has taken place. How confident is AP thith the number of teachers who are good or better?</u> A: AP responded that from the learning works, out of 16 teachers:</p> <ul style="list-style-type: none"> • 3 are considered outstanding practitioners, • 10 are good • 3 require improvement (they have recently joined the school and support is in place). <p>viii. <u>Q: Much of the focus has been on strengthening literacy interventions. How effective is teaching and learning in Maths?</u> A: The data drop next week will help answer this.</p>	
68/2016-17	<p>Agree Terms of Reference (ToR) of Resources sub committee:</p> <p>The Resources sub-committee ToR were RATIFIED by governors.</p>	<p>Resources ToR RATIFIED.</p>
69/2016-17	<p>Feedback on sub committees:</p> <p>a) T&L: ES reported that the committee met today with AP and Liz Edwards. Committee members were impressed with individual pupil tracking. There is increased clarity in the way data will be used to measure impact. Read Write is proving effective. Work still needs to be done in other areas such as space, shape and measure. Secondary pupil progress is beyond expectations and ES questioned whether are targets correct. The committee is keen to stay involved and look at future links to careers and future steps for life. DR added credit to the school for closing the gaps for PP and EAL pupils. ES will write up notes of the T&L sub-committee that she will send to CP to distribute to governors.</p>	<p>ES to write up notes of T&L committee.</p>

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	<p>b) Parents: The Parent committee had met in February and SP tabled written notes.</p> <ul style="list-style-type: none"> i. The home links book and communication with parents was discussed for a long time. A template was discussed, but SP explained that it may be too restrictive for teachers. Not all parents want to communicate in the same way and teachers should respond to parent needs. It was agreed that parents should be phoned on a regular basis and teachers should attempt to make contact with parents at least once a term. Governors discussed that it is important that specific issues essential for individual children (such as toileting or diet) are communicated daily to parents as the children cannot communicate themselves. ii. A new parental survey is needed to reflect the increase in parents. The committee discussed whether to create the survey in house, but it was agreed that this would create too much work in the analysis. The aim is to send out a survey early in the summer term. iii. Parent attendance at Parents of Pentland (POP) gatherings is good but parents are not helping with Friends of Pentland (FOP) and are leaving staff to do the organisation. SP suggested perhaps parents had too many choices with FOP, POP and coffee mornings. Therefore it was decided to merge POP and FOP. FOP will be added at the end of POP meetings. RS made governors aware that parents are more open if teachers are not in the room. iv. RS requested parent workshops to help them with homework. Parents would like to know what is expected and strategies to use. v. LC will email a date for the next Parent sub-committee meeting. She asked members to come with details of other survey firms. <p>c) Resources including discussion on e-safety: ASJ reported that the academy needs to develop an e-safety policy and she suggested that PFS governor ideas are fed into the Eden policy. An Eden working party is being set up to write the policy. ASJ gave a short powerpoint presentation on e-safety which she</p>	<p>PF SLT to consider strengthening communication of specific issues of child.</p> <p>External survey AGREED.</p> <p>POP and FOP will merge.</p> <p>AP and SLT to consider and report back</p> <p>LC to email date for next Parent sub-committee meeting.</p>

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	<p>highlighted impacts on a large number of stakeholder groups. Training needs to take place for staff and pupils. Governors would like the working party to consider:</p> <ol style="list-style-type: none"> i. Cyber ransom ii. Training for parents to include ipads and sleeping iii. Training on filters iv. Ensuring staff have appropriate training v. Smart phones vi. Cyber bullying vii. Social media safety and filters <p>ASJ agreed to feed in ideas to Eden working party</p>	
70/2016-17	<p>Board of Trustee (BoT) feedback</p> <p>a) BoT meetings</p> <ol style="list-style-type: none"> i. ASJ described the proposed change in structure of the academy SLT. She talked about the new Director of Schools who has been appointed. ii. The Eden Academy Trust is running a national conference on 7th July, 'Shaping Special Schools for the Future'. iii. Four Ofsted inspections are expected across the academy in the next year. iv. Eden is an accredited sponsor so can recruit teachers from overseas. v. Future funding per pupil from the government and Hillingdon local authority will fall, although the actual levels are not yet known. Governors discussed the cuts. <p>b) Asset Management committee: ASJ informed governors that the government will be giving capital funding to LAs in respect to special needs schools. These will be new places or condition issues. They will be issued for special needs, but not ring fenced.</p> <p>c) Communication with trustee and chairs of LGBs: The group has not met yet.</p> <p>d) Communication with trustee and LGB parent governors: RS attended this meeting and found it helpful to compare PFS with other schools within the academy.</p>	

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	e) Finance committee: RP had attended a meeting where the major concern was future reduction income for schools.	
71/2016-17	<p>Discussion on LGB commissioning second parent survey next steps</p> <p>This was discussed under item 69 b ii /2016-17.</p>	
72/2016-17	<p>Health and safety (H&S) update</p> <p>The H&S meetings are termly and there has not been one since the last LGB meeting. Staff training for the use of Evac chairs took place on 3rd March.</p>	
73/2016-17	<p>FOP and POP verbal update</p> <ul style="list-style-type: none"> i. SP reported that Ickenham Ladies would like to sponsor the school. She had attended the AGM. ii. RS said that the POP is holding its second meeting next week. The topic will be safety and parent workshops. The first meeting was well attended. iii. Please see item 69 b iii. 	
74/2016-17	<p>Safeguarding update</p> <p>AP had sent out a written summary. She asked governors to note the date is incorrect, it should be March.</p> <ul style="list-style-type: none"> a) Two children and one pending have been referred to Child & Adolescent Mental Health Service Learning Difficulties (CAMHS LD). b) The school is working with two LAs regarding the education of two children who have moved house but still travel a long distance to attend PFS. 	
75/2016-17	<p>Governor Model Code of Conduct Policy - agree whether to develop or to note.</p> <p>Not discussed.</p>	
76/2016-17	<p>Any Other Business</p> <ul style="list-style-type: none"> a) NAHT Special Schools Conference: AP attended the conference in Birmingham. b) RS News: RS is moving to Dorset. Governors were pleased for RS and her family, but she will be missed on the LGB. 	<p>AP agreed to circulate note of key learning from conference.</p>

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77/2016-17	<p>Future meeting this academic year:</p> <ul style="list-style-type: none"> • Wednesday 3rd May 2017 All day: Governor visit to school day followed by meeting. • Wednesday 21st June 2017 5 p.m. 	

There are **no** confidential minutes for this meeting.

Meeting closed at 7:15 p.m.