



LANGSHOTT PRIMARY SCHOOL

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Headteacher Mrs SL Mackintosh BEd(hons) NPQH

## PART 1 MINUTES OF THE FULL GOVERNING BODY MEETING OF LANGSHOTT PRIMARY SCHOOL

**Wednesday 17 April 2024**

### Governors Present:

James Brown JB

Alex Carter AC (Chair)

Jack Groves JG

Gabrielle Hopper GH

Jo Johnson JJ

Steve Jones SJ

Harsha Kasetty HK

Sarah Mackintosh SM (Headteacher)

Jack Tavasolly-Marsh JTM

Andy Yule AY

### In Attendance:

Gemma Langdale GL (Deputy HT)

Nina Booker NB (Asst HT)

Penny Batty PB (Clerk)

## PART 1

	TOPIC	Action
1	<b>APOLOGIES FOR ABSENCE</b>  Apologies were received from Annie Mundy due to childcare issues and Kate Hayes due to her ongoing treatment. These were accepted by the GB.	
2	<b>RATIFICATION OF NEW GOVERNOR APPOINTMENT</b>  AC introduced Harsha Kasetty (HK) to the GB. Governors were asked if they would agree to ratify the appointment of HK as a Co-Opted governor. This was agreed.	
3	<b>DECLARATION OF INTEREST</b>  There were no Declarations of Interests in any of the agenda items.	
4	<b>MINUTES OF PREVIOUS MEETING</b> <ul style="list-style-type: none"><li>Part 1 and Part 2 minutes from the meeting held on 31 January 2024 were agreed by the GB and signed by AC.</li></ul>	
5	<b>MATTERS ARISING FROM PREVIOUS MEETING</b>  Item 7:	

	<p><b>PB:</b> Circulate SFVS to Finance Committee. <b>Confirmed</b></p> <p><b>Item 8:</b></p> <p><b>PB:</b> Place Data on next agenda. <b>See Item 9</b></p> <p><b>Item 11:</b></p> <p><b>SJ:</b> Marketing strategy for governor recruitment. <b>See Item 10</b></p> <p><b>Part 2:</b></p> <p>See minutes. <b>See Part 2</b></p>	
<p><b>6</b></p>	<p><b>CHAIRS UPDATE</b></p> <p>AC provided the GB with the following updates:</p> <p>The children’s commissioner reported 32,000 children wait at least 2 year for mental health treatment. Lack of access to specialist mental health support has been cited as a key issue in addition to failings in dealing with root causes of mental health.</p> <p>There is advice on the Key on how to support pupils waiting for referral and how to build positive mental health culture for pupils. In response to this the school is advertising for a learning mentor to provide support in this space. HK said that at his place of work they have Mental Health Champions. SM said that Sonia Isard is trained in this area but often a child will still have to be referred to a GP.</p> <p>DfE set to miss its recruitment targets again this year according to the national foundation for education research. Pay and workload remain key concerns and the NFER recommend a pay award exceeding 3.1% as well as a pay hike to compensate for the lack of flexible working in schools.</p> <p>A report has been published in the TES and teaching staff reported an unmanageable workload but had increased confidence in their roles. Other findings said 74% of staff had considered leaving education in the last 12 months. We need to know what good staff mental health looks like and it is proposed to create a staff mental health and wellbeing action plan.</p> <p>Other new – Councils to take £67m from school budgets to counter special educational needs and disabilities SEND deficit.</p> <p>DfE told to appoint a poverty tsar and extend free universal school meals to help reduce the impact on children.</p> <p>Schools and trusts have been slow to publish governor diversity data. SM said that she will be following up on this.</p> <p>Ofsted considering changes to the inspector role to boost expertise.</p> <p>See also Part 2</p> <p><b>Actions:</b></p> <p><b>SM:</b> Publish diversity data</p>	
<p><b>7</b></p>	<p><b>HEADTEACHERS REPORT</b></p> <p>SM thanked those governors who had sent in questions regarding her HT report. These questions and responses can be seen at the end of these minutes.</p>	

8	<p><b>FINANCE</b></p> <p>Finance Committee are meeting on 29<sup>th</sup> April and will report back to the FGB at the next meeting.</p>	
9	<p><b>DATA</b></p> <p>GL showed a Power Point that summarised the data that had been distributed to governors prior to the meeting. GL then went through each slide and the following points were noted.</p> <p><b>Age Related Expectation Summary Report</b>  Maths data is very good. The statutory multiplication test which all Y4 children take saw an average pass mark of 23 out of 25 at Langshott. Nationally the pass mark is 20.  Still concerns about Writing but staff are hopeful that there will be an improvement by the end of the year.</p> <p><b>Progress</b>  Moderation in Y1 is much stricter and the SLT are monitoring this.</p> <p><b>Reception</b>  Some children are joining reception unable to hold a pencil which has a profound effect on their skills and proves the importance of pre school play. Children considered to be Greater Depth are monitored but there is no longer a judgement for this at Reception, they either meet the expected standard or not.</p> <p><b>SEN</b>  Children in this group have made progress since the Autumn term</p> <p><b>Pupil Premium</b>  Gap between PP and non PP children has narrowed significantly especially in Maths.</p> <p><b>EAL</b>  Whilst the gap is narrowing in both Maths and Writing, Reading is still a problem</p> <p><b>Please see presentation for full details and next steps.</b></p>	
10	<p><b>GOVERNOR RECRUITMENT</b></p> <p>SJ said that he had approached Governors for Schools again but had not received any response. Suggested that governors approached friends/colleagues to see if anyone is interested.</p>	
11	<p><b>SAFEGUARDING/SEND</b></p> <p>Confirmation that the Single Central Record had been checked.</p> <p>Attached report had been circulated to governors prior to the meeting. AY asked that with so many CPOMS entries being recorded, average 23 per day, it must impact on teachers time and is it worth all the effort. Both SM and NB agreed that the system was invaluable and gave staff the opportunity to see the 'bigger picture'</p>	
12	<p><b>GDPR</b></p> <p>SM confirmed that there had been no incidents that needed documenting to the ICO.</p>	
13	<p><b>GOVERNOR MONITORING</b></p>	

	<p>SJ had visited the school on 5<sup>th</sup> March to undertake a Learning Walk to look at SEND learners with Hiral Mehta. Report attached.</p> <p>GH, JB, and SJ are arranging to go into school within the next few weeks.</p> <p>SM brought governors attention to the following special theme events this term.</p> <ul style="list-style-type: none"> <li>• Week Beginning 17<sup>th</sup> June – PSHE, RSE and Science Project</li> <li>• 19 &amp; 20<sup>th</sup> June – Mindfulness Days</li> <li>• Week beginning 15<sup>th</sup> July – Health Week incorporating DT, RE, PSHE and PE</li> <li>• 19<sup>th</sup> July – Sports Day</li> </ul>	
<b>14</b>	<p><b>POLICIES</b></p> <p>Anti Bullying Policy had been checked by Annie Munday. AY had spotted a typo and this will be changed by SM. With these changes the GB agreed to ratify this policy.</p>	
<b>15</b>	<p><b>GOVERNOR TRAINING</b></p> <p>Governors reminded to check emails from Strictly 4S regarding training. JTM suggested using the governors WhatsApp group to keep everyone updated.</p>	
<b>16</b>	<p><b>FUTURE AGENDA ITEMS</b></p> <p>SM said that SCC have stopped publishing model policies. These will now be sourced from The Key.</p> <p>AC suggested that a definitive list of policies should be drawn up which highlights when each policy needs to be renewed. PB agreed to check the web site and do this. AC said that School on a Page needs to be updated. PB will send last edition to SM.</p> <p><b>Actions:</b>  <b>PB:</b> Check policies  <b>PB:</b> Send SOAP to SM</p>	
<b>17</b>	<p><b>MATTERS ARISING</b></p> <p><b>Item6:</b>  <b>SM:</b> Publish diversity data  <b>Item 16</b>  <b>PB:</b> Check policies  <b>PB:</b> Send SOAP to SM</p>	
	<p><b>FUTURE MEETING DATES</b></p> <p>Mon 29 April 2024 Finance Committee to confirm 2024/25 Budget  Wed 15 May 2024 FGB incl Finance Report  Wed 10 July 2024 FGB incl HT Report, SDP, Summer Data</p>	

**QUESTIONS REGARDING THE HT REPORT AND DATA FROM GOVERNORS**

	Response from SLT
Jack T-M's questions ...	

<p>1. Did any of this material need to be prepped in the Easter holidays or was all of it completed prior to the end of term?</p>	<p>The majority of documents were finalised prior to the holiday period, with our SDP being updated on the 28th of March during the INSET day. The Head's Report was largely prepared before the holiday, with final touches being made during the first week of the break.</p>
<p>2. With regards to the bullying, racist, homophobic or childish on child abuse logs in the HT report, please could we have some trend data. How does this data relate to the previous term and the same term in previous years. Are the numbers increasing or decreasing over time?</p>	<p>Only just started using CPOMS for this, so no trends yet.</p> <p>Before today, I had intended to go through each previous Head's Report to look at the figures, but time ran out. I can do that for you next week if you wish.</p>
<p>With regards to data:</p>	
<p>3. The Write Stuff is now in its third year of implementation. Should we be seeing more of an impact in student data?</p>	<p>Data has improved slowly in the last 3 years for whole school writing:</p> <p>2020-2021 57.7%</p> <p>2021-2022 56.7%</p> <p>2022-2023 64.4%</p> <p>The following actions that we are working on this term.</p> <ul style="list-style-type: none"> <li>• ECA faculty to work on developing a programme of study/proposal around fine motor control moving into handwriting and transcription.</li> <li>• Ensure that 'key skills' are taught before children are expected to apply to extended pieces of work – look into grammarsaurus and punctuation place value.</li> <li>• Karen to look at developing a spoken language curriculum as recommended by the OFSTED subject review.</li> </ul> <p>Progress data needs to be considered as well as attainment data.</p> <p>I would add that we have since reviewed the writing curriculum and we have reduced the amount of 'Write Stuff' lessons to provide more opportunity for independent application of skills. We are in the first year of the new writing curriculum. Teachers are using strategies from The Write Stuff alongside other pedagogical approaches.</p>
<p>4. Has Langshott collaborated with any other local schools that are using the Write Stuff to share most effective practice?</p>	<p>Not at present, there are no schools within the HLP that are using this approach but this is something that we could look at doing next academic year.</p>

5. How is the quality of the teaching of the Write Stuff being quality assured across the school?

Writing subject lead (Karen) monitors work in books and when necessary, works alongside teachers to assist with planning.  
 Year group and whole school moderation (HLP moderation) also serves to assure the standard of work from pupils is in line with year group expectations.  
 Writing subject lead has delivered a series of staff meetings on writing moderation; we have identified this as an area for development.

6. How is the impact of CPD being monitored across the school?  
  
 Has there been any QA carried out by T&L leads within the HLP schools?

Rosenshine's Principles we have monitored well through learning walks, data and staff self-reflection in their INSET Day task (see folder). Other areas, not so good e.g. NPQs.  
  
 RE. HLP - The HLP has not conducted formal Quality Assurance procedures via learning walks in each others schools. However, there is a moderation session booked for May 22<sup>nd</sup> to look at outcomes in books. Last term, Subject Leads wanted to exchange ideas for best practice. At a recent Maths SL meeting, only 3 schools turned up, which was very disappointing.

7. Within Rosenshine's Principles of Instruction there are 17 aspects of high quality teaching that he then reduces to 10. Which of these 10 strategies is Langshott focusing on currently?

We have discussed all 10 and looked at them in the thematic version of Tom Sherrington's interpretation of the Rosenshine Principles (shown here)..

**PRINCIPLES OF INSTRUCTION**  
 Barak Rosenshine's  
 A thematic interpretation for teachers by Tom Sherrington

**REVIEWING MATERIAL**

- 1 Daily review
- 2 Weekly and monthly review

**QUESTIONING**

- 3 Ask questions
- 4 Check for student understanding

**SEQUENCING CONCEPTS & MODELLING**

- 5 Present new material using small steps
- 6 Provide models
- 7 Provide scaffolds for difficult tasks

**STAGES OF PRACTICE**

- 8 Guide student practice
- 9 Obtain a high success rate
- 10 Independent practice

I anticipate that all 10 principles would be implemented at some time, though not necessarily in every lesson.

8. Are there any strategies that you are now expecting to see in every classroom, every day that have

I have NOT asked for something that must be in every lesson as I don't want to insist on a set model of teaching which may stifle staff creativity. Our teachers are given the

<p>become whole-school approaches from looking at Rosenshine's Principles?</p>	<p>autonomy to choose which strategies they feel are appropriate in each lesson / activity.</p> <p>I remember the National Numeracy and Literacy strategies introduced in 1998 – so prescriptive and boring!</p> <p>You will see from the Staff Self Reflection activities that I asked them to think about 3 things:</p> <p>Below is a breakdown of what teachers included in their 3...</p> <table border="1" data-bbox="568 584 1254 882"> <tr> <td>Review &amp; Retrieval</td> <td>16</td> </tr> <tr> <td>Modelling</td> <td>15</td> </tr> <tr> <td>Questioning &amp; Checking Understanding</td> <td>11</td> </tr> <tr> <td>Scaffolding &amp; Small Steps</td> <td>11</td> </tr> <tr> <td>Guiding Student Practice</td> <td>2</td> </tr> <tr> <td>80% success rate</td> <td>2</td> </tr> <tr> <td>Movement breaks</td> <td>2</td> </tr> </table> <p>Look at the documents each staff created as their review activity in the recent INSET</p>	Review & Retrieval	16	Modelling	15	Questioning & Checking Understanding	11	Scaffolding & Small Steps	11	Guiding Student Practice	2	80% success rate	2	Movement breaks	2
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<p>9. What do you mean by more CPD on English Literature and Language? What areas are concerning? (in the Spring Data summary last page)</p>	<p>Not a page meant to go to Governors – oops! This phrase was from Research paper</p>														
<p>10. In the questions section of the data report it says 'what is our approach to CPD?' - please could you clarify what you mean by this? Are you talking about the structure of CPD or the mechanisms involved to support teacher development?</p>	<p>As above – a Gemma question – for SLT not Governors</p>														
<p>11. How many staff have completed or are completing one of the new NPQs. Specifically, is anyone currently undertaking the Leading Literacy, Leading Teaching or Leading Teacher Development courses?</p> <p>If so, what has been the impact in school, if not, are</p>	<p>Sonia Isard – NPQH Gemma Langdale - NPQH Karen Wesson – NPQLL Jess Paulsen – NPQLL Jack Groves – NPQSL</p> <p>Great discussions in Faculty Meetings – even today e.g. “In my NPQ ...” A detailed evaluation is expected to be submitted to me as part of their appraisal.</p>														

<p>there plans for these to be undertaken in the future?</p>	<p>IMPACT – Good for staff welfare, feel they are valued and being invested in and developed. Looks good on applications should they wish to move on.</p>
<p>12. How often are learning walks/observations carried out? How is feedback given to teachers? Are teachers aware that a learning walk/observation is going to happen beforehand?</p>	<p>This year, as part of our commitment to enhancing staff wellbeing, we've removed formal lesson observations. Instead, we've implemented unannounced learning walks every week, providing feedback to teachers after the sessions. Additionally, we examine student work and data to triangulate information. Through this process, we've identified areas requiring support, such as Year 3. This approach fosters a supportive environment for teachers. However we have started a discussion at SLT as to whether this approach is giving us all the evidence we need to improve things further.</p>
<p>13. How is the school developing teaching of teachers that aren't as effective as the most effective practitioners?</p>	<p>We have put considerable time into supporting our SCITT student and ECTs and Nina B has used her time out of class to put in extra support in Yr 3 with a less effective teacher. We are lucky that the majority of our teachers are experienced and strong.</p>
<p>14. How is the SENDCO developing the TAs other than the National College videos? What impact is this training having over time on student attainment/progress?</p>	<p>Hiral SENDCO has had regular CPD sessions with Learning mentors on Tuesday afternoons. They have consisted of standardised testing (YARC) with a follow up session, resilience toolkit (delivered by PSHE leader), sensory processing and emotional coaching. The OT and Assistant EPs have been able to provide some specialist training. There will be further follow up sessions of Emotional Coaching to see how this is implemented. Learning mentors have also had training from SALT and STIPS teams.</p> <p>Impact: Learning mentors are feeling equipped to be able to carry out standardised tests and we have been able to share these with parents/ carers.</p> <p>After analysing provision maps we can see the impact of interventions having a positive effect. Staff are equipped at matching provision to need.</p>
<p>15. How do TAs normally work at Langshott, are they working with SEND students or are they monitoring the rest of the class whilst the teacher works with the SEND</p>	<p>Some work with 1 to 1 children Others work with whole class Some do a bit of both</p> <p>Absence of TAs is really difficult to cover!</p>

students? (This relates to the TA issue in the spring data summary slide)	
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Andy Yule 's Questions:

I have a handful of specific factual questions:	
The Pupil Characteristics on P4 of HT report says no Looked After Children, but the Safeguarding report lists one – is this because of the “previously” looked after status?	Yes, Target Tracker does not pick up PLAC only currently LAC
Is the 6 <sup>th</sup> March suspension really for Child 2? Also, does Sessions = Days (significant as there are rules about children accumulating 15 days in a term)?	Sessions = half days. Typo here 6 <sup>th</sup> March Exclusion is a different child – Child 3
Presumably if we’ve had 17 new pupils since September, we’ve also had a similar number of departures. Are there common reasons for that; in particular anything governors should know about (e.g. lots of home schooling)?	Nothing to worry about. LEAVERS : 10 to other State Primary schools due to moving house 1 to India 3 to EHE (siblings in one family) 1 to Independent School
Towards the bottom of P4 of the Anti-Bully Policy it says “The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes” – Really?	Well spotted. I suggest I change this to “The HT reports to the GB every term the numbers if incidents of bullying”
However, of more significance, I have some observations:	
I was glad to read about the SAFE HT Conference and I think your summary about “emphasising the need for collaboration, innovation, and a steadfast commitment to serving the best interests of students” is worth reflecting on.	
There is so much information in the papers for the meeting (from attainment data, through detailed breakdown of CPOMs categories, to point-by-point commentary on the SDP), that I find it quite hard to get a clear picture. On top of that, the final page of the Data presentation contains both a whole host of “big” questions as well as lots of proposed actions.  Putting those two together – are we (governors and/or the school as a whole) really clear how we can best serve the interests of students? Since I’ve been involved with the school, it’s always been obvious to me that the culture of high standards that run through	The BIG questions on the data page were an illustration of the things on SLT’s mind. Showing that we use the data to raise bigger questions – Not really for GB.  The SDP has to be our priority and we will think about what will need to be the priorities for next year, but MENTAL HEALTH has to be a focus. If pupils are not feeling happy, safe and secure, they will not be able to learn. I am currently advertising for a LM to be an Emotional Coach.

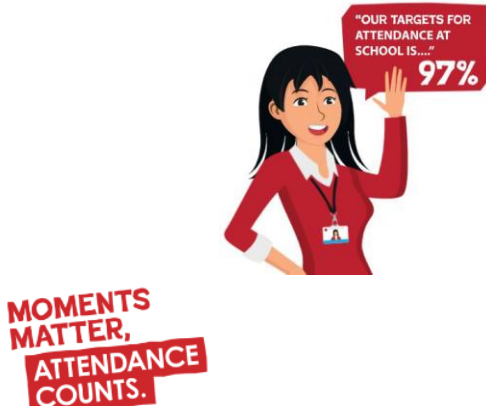
Langshott (as noted by the SCITT student) is what makes the school the great place it is and so effectively prepares (nearly) all pupils for their next steps in education and life. I worry that, with all the challenges facing Langshott (finance, mental health crisis etc), we could end up not seeing the wood for the trees. With possible academisation also under consideration, should we be spending some time agreeing what are the essentials, so that we can focus on them?

I'm not expecting an answer to that rhetorical question, but maybe if you and Alex are sympathetic to my broad point, we might discuss it a bit on Wednesday.

From Alex Carter:

<p>Good to see attendance of 95.3% over the winter period. What continues to be done to support the Persistent Absence?</p>	<p>Attendance certificates in assembly to promote good attendance</p> <p>SM writes to all parents of pupils less than 90%</p> <p>SM meets with parents of those pupils that attendance is not improving or is a big concern.</p> <p>Of the 90%, all but one pupil had improved attendance in Term 2 than term 1</p>																																
<p>SDP Targets – how are new pupils introduced to the school? Is there a plan to help them settle in, especially those from overseas? Are they spread across evenly or is there particular impact into one year group?</p>	<p>Home visit for ALL year groups not just Reception. Buddy system in class.</p> <table border="1" data-bbox="679 1529 1374 1827"> <tr> <td>Yr R</td> <td>1 Sapphire</td> <td></td> <td>1</td> </tr> <tr> <td>Yr 1</td> <td>1 Ruby</td> <td></td> <td>1</td> </tr> <tr> <td>Yr 2</td> <td>1 Onyx</td> <td></td> <td>1</td> </tr> <tr> <td>Yr 3</td> <td>3 Opal</td> <td>1 Amber</td> <td>4</td> </tr> <tr> <td>Yr 4</td> <td>3 Amethyst</td> <td></td> <td>3</td> </tr> <tr> <td>Yr 5</td> <td>2 Jade</td> <td>2 Peridot</td> <td>4</td> </tr> <tr> <td>Yr 6</td> <td>2 Pearl</td> <td>1 Jet</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> <td>17</td> </tr> </table>	Yr R	1 Sapphire		1	Yr 1	1 Ruby		1	Yr 2	1 Onyx		1	Yr 3	3 Opal	1 Amber	4	Yr 4	3 Amethyst		3	Yr 5	2 Jade	2 Peridot	4	Yr 6	2 Pearl	1 Jet	3				17
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<p>Health &amp; Safety report – item 7 – is there any fire risk if there are items stored with the electrical box? Is there a minimum distance that needs</p>	<p>Nina D says...Ideally they'd be in a clear, locked cupboard, however, the fire risk is low as the fuse board is in a metal cabinet, with blanks fitted and no combustibles directly above it. The cupboard</p>																																

<p>to be in place around the electrical box for stored items?</p>	<p>is neat and tidy - it was mentioned in the report as it should always be accessible and not have storage blocking it. I think there are also fuseboards in cupboards in Amber, Jade and Crystal, but we weren't able to access these at the time.</p>
<p>CPD – whilst it is good to see most of the CPD is free, is there anything needed above the “free training” to support staff development?</p>	<p>We have a £5K budget for training if we need it, we have not needed it. We buy into The NCSL and The Key Safeguarding training so most things we need are covered through these.</p> <p>In addition, we do staff training in house in staff meeting time and INSET Days and for TAs on a Tuesday afternoon with the SENDCO.</p>
<p>Spring Data Slides:</p>	
<p>Data Slide 4– progress on 3.7 steps in reading, 3.6 in writing and 3.8 in maths. Is this in line with expected progress? How does this compare to last year (assuming we had the data)</p>	<p>GEMMA to discuss this at meeting on her PPT</p>
<p>Data Slide 5 – what has driven the huge progress in year 3 maths? Can any learnings be applied to other year groups?</p>	<p>GEMMA to discuss this at meeting on her PPT</p>

<p>Steve Jones asked...</p> <p>Is 97% attendance by end of the year achievable given that it is only 95.3 currently?</p>	<p>This is an aspirational target and was copied from a logo from the Dfe Package of materials. It is just an illustration of where we'd like to be.</p> 
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**SIGNED** .....

**Date** .....