



ALFRED SUTTON PRIMARY SCHOOL
Minutes of the virtual Meeting of the Performance Enrichment Committee.
Wednesday 8th May 2024. 7pm

Present: Kate Gordon (Chair); Robert Howell; Dave Dymond; Vincent Onuchi; Hajar Alami; Sze-Hang Wong; David Colwill;

Apologies: Andrew Burrell.

In attendance: Rachel Lawson (DHT); James Taylor (AHT).

Clerk: Deborah Savage

Agenda Item	Permission was sought and given to record the meeting for the purpose of the minutes. The meeting was recorded.
1.	Apologies. Emailed apologies sent just prior to the meeting from Andrew Burrell were picked up after the meeting. No other apologies were received.
2.	Declarations of Interest. There were no declarations of interest.
3.	Minutes of the previous meeting – 17th January 2024. The minutes of the meeting held on January 17 th 2024 had been circulated prior to the meeting and were accepted as a true record. ACTION: They will be signed in GovernorHub by the chair asap.
4.	Matters Arising/Review of actions. There were no matters arising, and the actions from the last meeting were reviewed: <ul style="list-style-type: none">Poor inter-agency communication over the care of SEND children had been investigated and the problem seems to lie with the NHS and the medical evaluation of children. Since there are ongoing major changes in SEND provision being planned by RBC & schools this area is changing significantly from September 24 onwards. The EHT informed the meeting that the school and RBC are finalising their SLA for the new ARP at ASPs which is due to open in September. Some building modifications will be required and the capital grant for this is not yet known. It is known that the newly formed RISE team at RBC will be visiting schools to see what is going on in their ARPs. The ASPs ARP will open with 8 children initially, which it is hoped will grow to 15 places in later year(s). Governor Question: What is the funding amount per child for the ARP? It is significant and much more than the current funding. It will be £28K per place.

	<ul style="list-style-type: none"> • Some link governor visits and reports had been made – but there still remain some subject visits to be arranged. • It was noted that contact has not yet been made with YD for a welfare check and to establish her intentions moving forward. ACTION: DD to contact her.
<p>5.</p>	<p>Head teacher verbal update.</p> <p>The EHT spoke to the meeting to give some verbal updates – but as the FGB was only held recently, there is only a small amount of new information to pass on to Governors.</p> <p>The EHT informed governors that all staff had now been informed about the accommodation changes that need to take place before school resumes in September. These include relocating years 6 and Year 2; relocating the staff room and the infant library. It will be busy time for the Site team and staff as these changes are significant and are bound to be disruptive. Change is not always welcome and there may be a rise in staff well-being issues which Mrs Lawson (DHT) and Mr Taylor (AHT lead for wellbeing) are working hard to manage.</p> <p>The EHT informed the meeting that 5 candidates for the two new posts of DHT over both schools had been shortlisted and the interviews will take place soon. The teaching post for the ARP has been advertised internally. Mr Taylor has been successful in gaining a Head of School position at a school in Southampton so will be leaving ASPS in July. The meeting offered their congratulations to Mr Taylor on his well-deserved success and wished him well. There will be a reconfiguration of the responsibilities held by the current AHT's ready for September.</p> <p>After having a stable teaching staff for some years, the school will need to recruit 5 or 6 new teachers and this might also impact on staff wellbeing. It is a challenge to recruit such a significant number of good teachers in such a short space of time. In case governors are asked by parents, who are always interested in why staff are leaving the school – we have one teacher relocating overseas and Mr Taylor leaving us for a promotion.</p> <p>Year 6 SATs tests are next week and the staff were thanked for their hard work in preparing the children, and two governors (DD and AB) were thanked for their offer to monitor the administration of the tests.</p> <p>Year 2 are taking the optional Year 2 SATs tests, and the whole school will be having an assessment week shortly.</p> <p>The Reception Year has a big waiting list already and the school remains a popular choice locally. We know that there will be some children arriving with significant and advanced SEND needs. SEND provision in school remains impactful.</p>
<p>6.</p>	<p>Wellbeing staff lead verbal report from Mr Taylor.</p>

Mr Taylor informed the meeting that the school had decided to make the pupil wellbeing survey measurable to give data that could be used, rather than just asking the children to write comments – leading to unmeasurable and indeterminate conclusions. Questions were given a scoring system from 1-5 so that data can be compared between classes in a year and between years. Wellbeing is also reflected to a certain extent in pupil behaviour and attendance. The first survey of children resulted in really positive scores overall, and where lower scores were obtained, some aspects were worked on. The same survey has been distributed again, this time backwards with the order of the questions reversed (in case questionnaire-fatigue had an impact). Results are still being fully analysed but there it has become clear that lower scoring questions were not as a result of questionnaire-fatigue.

KS1 children had also been surveyed this time, but with fewer questions. A full report will follow once all results are back and analysed.

The children have the opportunity to write comments and can optionally add their names. Some children have been approached by staff to clarify their comments when it was felt that these should be followed up.

Mr Taylor informed the meeting that there have been fewer behaviour issues this year than last year and that things feel much more settled now into the right pattern post-pandemic. However, social media for the older children (but also increasingly for younger ones too) remains a growing concern with many children gaining access to unregulated gaming sites. Even sites that are “age-appropriate” often use unpleasant language and promote harmful ideas.

Regarding surveys of staff, it was noted that change often affects wellbeing and that there maybe what looks like a dip in wellbeing over the coming 6 months or so. The school intends to make the staff surveys like the children’s – so that they are measurable from survey to survey. The most recent staff survey had a lack of engagement with very few responses received. This was taken to indicate a positive feeling of wellbeing. The staff survey will be re-done in June.

Governor Question: Staff, and indeed children, can suffer from “sad syndrome”. Yes – to a certain extent we can see children behave differently in the winter months, although this winter/spring the children have not had too many “wet play” (indoors) days and have been able to get outside and run about in fresh air which certainly helps.

Governor Question: You seem to have done a good job with the questionnaires – did you take ideas and guidelines from other sources and surveys used at other schools? All schools do survey their children – but I’m not sure how many make their surveys measurable like we have. The problem with using surveys that only allow comments to be made, the children are unhappy if the school does not act on their comments. We do encourage teachers to make comments too.

	<p>Governor Comment: It is good to use both questions with a measurable score and questions inviting comments, but you need to be careful to avoid survey fatigue – especially with children. We have only surveyed the children twice this year and next academic year will survey them in October and again in May so that comparisons can be made.</p> <p>Governor Question: Do you use data analysis tools to look for patterns? No. We take averages and then look at each class to see the highest and lowest three scoring questions and make comparisons between classes in a year and between years. We have followed up any very negative comments individually where we thought this necessary.</p> <p>The chair thanked Mr Taylor for his report to governors and congratulated him again on his new appointment. 19.30 – Mr Taylor left the meeting.</p>
7.	<p>Governor Monitoring Feedback:</p> <ul style="list-style-type: none"> a) Maths (Vincent) b) PSHE & Music (Vincent) <p>Vincent had held meetings with link staff for these subjects and written reports which had been shared with governors prior to the meeting. He informed the meeting that he was encouraged by his visits that demonstrated that staff balanced their wellbeing with strong results for the children. He noted that staff informed him that they felt supported and had opportunities available for their personal growth and development which also contributes to positive staff wellbeing.</p> <p>He witnessed good use of a range of different materials and resources being used in classes, with consideration given to the needs of individual children. Children being set for maths allows all children to reach their potential with progress strategies in place to help all learn and engagement with parents is good.</p> <p>There is no doubt that there are challenging circumstances in school, but Vincent was impressed by staff positivity.</p> <p>The governor expressed the hope that work could be done to encourage more females to consider careers in the field of maths and to counter any perceptions that maths is for males.</p> <p>Vincent was impressed by the PHSE discussion he had, where staff explained that they consider and balance the context of the children when teaching, for example, British Values.</p> <p>Governor Comment: There is large gap between a child’s primary school years and their first job – most opportunities for widening someone’s career horizons happen in secondary school.</p>

	<p>Governor Comment: I agree there is a big disparity in the numbers of male and female students of maths at university. However, ASPS is lucky in that we have a strong female role model in for maths in our Deputy Head and we do buck the trend both locally and nationally for female maths success. We teach maths in an accessible way and our pupils are very positive about maths which is encouraging. We often have our ex-pupils return to visit and tell us they are in their secondary school's top sets for maths.</p> <p>The chair thanked Vincent for his link governors visits and report.</p>
<p>8.</p>	<p>Next steps in monitoring. This item and Item 9 were discussed in tandem and are recorded under item 9.</p>
<p>9.</p>	<p>Rescheduled Governors into school morning. The meeting acknowledged that the summer term is busy with SATs, writing assessments, Year 6 residential, secondary school visits along with other visits and so finding a date to reschedule the Governors into school morning will be hard. It was noted that the original date, on a Friday, seemed to suit most people. ACTION: EHT will look at the school diary and offer some dates which will be circulated.</p> <p>It was agreed that the Governor morning offered an efficient opportunity to cover a lot of ground in school, with chances to observe lessons, talk to staff and children and look at books. It was suggested that governors are given a year group to spend time with, so they can look at books, observe lessons, carry out a learning walk and talk to staff and children. It is hoped also to offer the opportunity for a small number of governors to meet with the school council.</p> <p>ACTION: DD/KG and maybe AB to meet with school council.</p> <p>There was some discussion about the focus of the school council meeting and suitable questions to ask. The clerk had redistributed a suggested list of questions prior to the meeting that Governors can use to consider the focus of their meeting and choose 4 or 5 questions to ask. It was suggested that Teaching and Learning should be a focus, along with behaviour and school environment. It was also suggested that governors should see where the children lead the discussion, which should be a conversation and very informal with representatives from years 1-6. ACTION: Selected governors to plan suitable questions for the student council including one on Safeguarding. The clerk can attend the council meeting to make notes.</p>
<p>10.</p>	<p>EAL. A Governor with an EAL background and therefore experience in this aspect of education had asked if he could become involved and assist with this area, which is something our GB have not had as a focus before. With a large number of EAL children in school, along with others who are bi-lingual it was decided that having an EAL link governor would be of benefit.</p> <p>The school caters well for children who speak other languages and it was noted that year 6 children with an EAL background have no gap in attainment from their peers.</p>

	<p>However, in-year applications for places are a growing trend and children arrive and leave at all points of their primary education journey. RBC no longer offer additional resourcing to support schools with EAL pupils. With the increase in SEND need, which sometimes goes hand-in-hand with EAL, it was agreed that an EAL link governor could be established to visit the school to talk to children.</p> <p>Governor Question: Are EAL children supported with resources in a similar way to, for example, dyslexic children? There is no formal support structure and much depends on the country they have come from. There is no “one size fits all” solution, and support has to be individually tailored.</p> <p>Governor Question: Do we have a staff Lead for EAL? Yes - our SENCO. Additionally, Phase leads monitor the children in the years.</p> <p>The chair acknowledged that being an EAL child in education was a challenge, but also an opportunity – being multi-lingual is a life skill.</p> <p>ACTION: It might be possible for the new link governor for EAL to meet with a small group of EAL children on Governor morning and also talk to the SENCO.</p> <p>Governor Question: In the past we have run small group provision for EAL children with staff - are we considering this provision again? Current data suggests that EAL children do better with total emersion into English in a classroom alongside receiving quality-first education as the best way to learn both English and their lessons. Through the immersive approach children learn fluency really quickly and make fast progress to catch up to their peers. Our children who are new to English make Expected very quickly, and so we are happy that the tried and tested immersive approach works for us.</p>
11.	<p>Subject Link Governor allocations for 2024/25.</p> <p>There was a discussion about link governors for the coming academic year and it was concluded that, wherever possible, governors should continue in their current link role to maintain continuity. It was acknowledged however, that with new staff arriving, staff responsibilities will be shuffled, so staff subject leaders might change. It was recognised that this alone would be a good test to see if the curriculum was embedded. ECTs can’t take on a subject leadership role so it may be that subjects will be combined until staff capacity is rebuilt. It was also recognised that SEND and the ARP will be a big focus next year – and monitoring how this is evolving.</p> <p>Governor Question: Can governors attend meetings together to work with staff? Yes – there will also be discussions governors can have with staff about change management and embedding into new responsibilities.</p>
12.	<p>Issues for parents/FGB/Confidentiality.</p> <p>There were no issues to be communicated to parents, nor any for the FGB. There were no confidential discussions requiring Part 2 Minutes.</p>
13.	<p>Any Other Business.</p>

	<p>The CoG will contact AB to see if he has contacted YD. DD will contact YD for a welfare check and discussion about her GB future.</p> <p>It was noted that BfC have recently published a SEND report which ACTION: The CoG will upload to this meeting folder in GovernorHub for all Governors to read.</p> <p>Upcoming training events were also mentioned to raise Governor awareness.</p>
14.	Date of next meeting: TBC (Autumn term) and Governor morning date TBC.

Meeting Closed: 8.35pm

Actions:

Action:	Owner:
Sign minutes from meeting held 17 th January 2024 in GovHub.	KG
CoG to contact YD for a welfare check/ future intentions discussion.	DD
Rescheduled date for Governors into school morning to be found and circulated.	EHT
Plan meeting with the school council to be held on Governor morning.	KG/DD
New link Governor for EAL to meet with small group children.	SHW
BfC SEND report to be uploaded for all to read.	DD

Attendance at PEC meetings 2023/24 (3 meetings to date)

Dave Dymond	3 of 3 meetings
Robert Howell	3 of 3 meetings
Adedayo Benson	2 of 3 meetings
Yota Dimitriadi	0 of 3 meetings
Kate Gordon	3 of 3 meetings
Andrew Burrell	2 of 32 meetings
Hajar Alami	3 of 3 meetings
Zoe Watling	1 of 3 meetings
Vincent Onuchi	2 of 3 meetings
David Colwill	3 of 3 meetings
Sze-Hang Wong	1 of 1 possible meeting