



CARLTON PRIMARY SCHOOL GOVERNING BOARD

**Minutes of the Full Governing Board meeting held in the school on
Tuesday 2 October 2018 at 5.30pm**

Present: Jess Wren – Co-opted Governor (**Chair**)
 Gabriella Awad – Parent Governor
 Jessie Brill – Staff Governor
 Tim Carew – Parent Governor
 Anu Manthri – Co-opted Governor
 Jacqueline Phelan – Headteacher and Exofficio Governor
 Marianne Pringot – Parent Governor
 Peter Ptashko – Local Authority Governor
 Cyrus Suntook – Co-opted Governor

Yiannos Theodoridis – Co-opted Governor (*present via video call from Dublin*)

In attendance:
 Laurence Simons – Visiting with a view to becoming a governor
 Shayne Davids – Staff - Assistant Headteacher
 Georgina Harcourt-Brown – Staff - Deputy Headteacher
 Victoria Mitchell – Clerk to the Governing Board

Jess Wren chaired the meeting and Victoria Mitchell wrote the minutes.

1.	Welcome, Introductions and Apologies	Actions and timescale
	<p>1.1 The Chair welcomed prospective governor Laurence Simons to the meeting. Mr Simons was visiting with a view to joining the governing board. It was noted that Governor Yiannos Theodoridis was present at the meeting via a video call from Dublin. The new Clerk was also introduced and welcomed to the Governing Board.</p> <p>1.2 <u>Apologies Received</u> None.</p> <p>1.3 <u>Absences without apology</u> None.</p> <p>1.4 The meeting was quorate.</p>	
2.	Declaration of Interests	
	<p>2.1 There were no declarations of interests made.</p> <p>2.2 Governors completed an annual declaration of pecuniary interests form for the Register Of Pecuniary Interests. These were completed by Governors Gabriella Awad, Jessie Brill, Tim Carew, Anu Manthri, Peter Ptashko, Cyrus Suntook, Jessica Wren and returned to the Clerk.</p> <p>2.3 The remaining governors would be asked to complete before the end of</p>	

	<p>Autumn Term 2018 and email the form to the Clerk. ACTION 2.3: Governors Marianne Pringot, Cyrus Suntook and Yiannos Theodoridis to compete and sign Declaration Forms and email to the Clerk before the end of autumn term 2018.</p>	<p>NB Castro M.Pringot C.Suntook Y.Theodoridis</p>
3.	Minutes From Meeting Held On 8 May 2018 And Matters Arising	
	<p>3.1 Governors received and read the minutes of the full governing board held on 8 May 2018. These were accepted as an accurate record.</p> <p>3.2 <u>(Item 6.9) Scripts for knife awareness</u> – The Assistant Head reported that existing school scripts had been adjusted to address instances of children making threats to use knives on each other. There had been 3 to 4 reported instances of this behaviour last term. No knives were used, this was children just making verbal threats.</p> <p>3.3 <u>Question:</u> Did the children fully understand the meaning of the words they were using in the threat to use knives? <u>Answer:</u> No they didn't fully understand what they were saying, just parroting remarks they'd heard elsewhere.</p> <p>3.4 <u>(Item 7.3) Pupil Premium Report</u> – The impact report is written and on the website. The planned spending for 2018-19 is also on the website.</p> <p>3.5 <u>(Item 8.7) The School Budget 2018-19</u> – The budget had been signed off by the Chair of Governors and submitted to the local authority.</p> <p>3.6 <u>(Item 9.6) School Financial Values Statement 2017-18</u> – This was signed off and sent to the local authority.</p> <p>3.7 The minutes of the FGB meeting of 8 May 2018 were then approved as an accurate record and signed off by the Chair of Governors.</p>	
4.	Membership of the governing board	
	<p>4.1 The Chair reported on changes that will be taking place to the governing board membership this academic year.</p> <p>4.2 Staff Governor Jessie Brill announced they were stepping down from the governing board completely as they would be going on maternity leave at the end of the Autumn term 2018. Co-opted governor Sarah Kirkness had resigned from the governing board completely during the summer break. As a result parent governor elections and a staff governor election would take place this term.</p> <p>4.3 The Chair had received the outcome of the governor skills audit. All governors had responded to the skills audit and areas of expertise had been RAG rated with green signifying a governor had good knowledge or skill in an area, orange meaning a governor had some experience and red meaning there was no skill or experience in this area. The Chair reported that there were no red areas on the skills audit results. However governor skills were slightly skewed towards school improvement and there were less skills in finance areas.</p> <p>4.4 One governor observed that the orange areas were spread across the</p>	

	<p>governing body and spread across a range of skills. Therefore it could be possible for a governor with less skill or experience in one area to be paired up with a governor who was skills or is experienced in that area. It was agreed this was a good idea. One governor suggested that governors with less skill could have training to boost their skills in their orange areas. This was agreed.</p> <p>ACTION: The Chair to email each governor to inform them of their areas of intermediate skill or experience and for each governor to attend governor training to improve their skills in these areas.</p> <p>ACTION: The Chair to email each governor with the training programme provided by the London Borough of Camden.</p>	<p>Chair</p> <p>Chair</p>
<p>5.</p>	<p>Governor visits to the school 2018-19</p>	
	<p>5.1 The Chair reminded governors that each governor had been assigned a year group to focus on.</p> <p>5.2 <u>Question:</u> Would it be better for governors to follow one year group through the school as they progress or to consistently follow the teaching of one age group in the school?</p> <p><u>Answer:</u> There are strengths in both approaches. However it may be better to ensure consistency in practice rather than focusing on one group of pupils as they progress through the school.</p> <p>5.3 Governors decided the allocation of year groups for this term would be as follows: Nursery = Gabriella Awad; Reception Year 1 = Jess Wren; Year 2 = unallocated. A new governor may be asked to focus on this; Year 3 = Cyrus Suntook; Year 4 = Noella Bello Castro; Year 5 = Tim Carew; Year 6 = Anu Manthri. Safeguarding = Peter Ptashko; SEN = Yiannos Theodoridis. It was agreed that Deputy Head Georgina Harcourt-Brown would speak to Governor Theodoridis about SEN pupils.</p> <p>5.4 Two governors would focus on the two curriculums in the school: Academic Cognitive Excellence Curriculum = Anu Manthri; Building Brighter Futures Curriculum = Cyrus Suntook.</p> <p>5.5 The Headteacher stated that in previous years there had been a governor who focused on pupil premium. However as pupil premium use was so embedded in the school it may be better to change this role and for the use of pupil premium to be reported to the School Improvement Committee instead.</p> <p>5.6 At present all pupil premium information that is available goes to the Chair of Governors and is copied to all governors.</p> <p>5.7 The previous Equality Link Governor had resigned from the governing board during the summer 2018. It was agreed that this role would be offered to one of the new governors who would join the school soon. The Headteacher clarified that the school considered equality a key part of the school's activity and the school has set its equality objectives for academic year 2018-19, but as yet there was not a link governor to focus on the school's work in meeting these equality objectives.</p>	

6.	Report from the Headteacher	
	<p>6.1 The Headteacher circulated her report to all governors via email a week before this meeting. She highlighted a number of matters verbally.</p> <p>6.2 A breakdown of the curriculum information was included on pages 5 and 6 of her report. The Headteacher explained that in schools like Carlton (with a large number of children with English as an additional language) the danger is to focus on English and maths) This is not the case at Carlton as the school delivers a very broad and balanced curriculum. The Headteacher then summarised the two curricula - Academic Excellence Curriculum and Building Brighter Futures Curriculum.</p> <p>6.3 The Headteacher explained that her priorities that this academic year were:</p> <ul style="list-style-type: none"> - Developing the school's leadership structure; - narrowing the gap between disadvantaged pupils compared to national non-disadvantaged pupils at the school. Although disadvantaged pupils at Carlton do well compared to disadvantaged pupils nationally there is still a gap between disadvantaged pupils compared to non-disadvantaged pupils nationally and Headteacher wished to eradicate this gap. - reading attainment. There was a need for strategies to focus on pupils being able to dissect text. - it was found that children weren't consistently challenged across the school and there was a need to address this. - teachers also needed to focus on putting their time to best use. <p>6.4 Teachers had been given inset training. The inset training had reminded teachers of how to achieve outstanding provision in the school. Planning what happens in the classroom was focused on. The inset training had also looked at what does challenge mean and how to challenge pupils. Lesson structures needed to be designed to teach pupils and to challenge all children in the class.</p> <p>6.5 <u>Question:</u> Can you explain the think pieces? <u>Answer:</u> At the inset training think pieces were developed by teachers. These were developed to enhance teachers practice in the classroom. What we have found at Carlton is that although teachers can be sent on training courses we already have a lot of expertise in the school so it's better for us to make everyone aware of the expertise that is available around them.</p> <p>6.6 One governor stated that he worked at a company called Accenture who have developed free resources that can also be used to support teachers..</p> <p>6.7 The Headteacher explained that team leaders had all been set their own specific objectives but that they all have dialogue with each other as well so that they can develop the expertise from each other in the classroom. This was part of their leadership development.</p> <p>6.8 <u>Question:</u> Why does language and literacy have a much larger team of staff compared to other curriculum areas? <u>Answer:</u> Historically the school has lots of expertise in language and literacy and less so in other areas. It is just for historical reasons.</p>	

6.7 The school has a new SENCO this academic year. She is early in career as a SENCO and so there is a need to ensure that she is given support so that there is not a tendency for her to become overloaded and burn herself out. The school is very happy that both her motivations for becoming a SENCO were very good.

6.8 The Headteacher explained that Assistant Headteacher Shayne Davids was leading the school on the Building Brighter Futures Curriculum.

6.9 It was explained that once the school swimming pool had been fixed pupils in year one would have access to the pool and all of the outside areas in the school.

6.10 Page 13 of the Headteacher's Report contained data on pupil numbers. The Headteacher explained that this year there was one nursery class of 19 children. There would be 22 due to be on role after Christmas 2018. This was in spite of there being overall spaces for 52 nursery children. There was one class in year one and one in year two of 28 pupils. The biggest classes in school are in years four and six. Year three there were just 35 pupils. These are very low pupil numbers and the number of vacant spaces are high.

6.11 The Headteacher stated that this reflected the pupil numbers situation across schools in Camden. The Headteacher was very concerned about pupil numbers being low as the pupil census was due to take place on Thursday 4 October 2018. There were 33 less children in the school down last year. The main reasons for pupils leaving the school was people moving houses and pupils being housed in temporary accommodation.

6.12 The Headteacher had spoken to the Director of Camden Learning at London Borough of Camden and was told that low pupil intake was an issue across the borough. Temporary housing and Britain leaving the EU were factors that were causing low pupil numbers in Camden schools.

6.13 The Headteacher stated that there was a need to develop an effective Comms strategy. This would help to define what makes Carlton Primary School unique and fantastic, and how to make these features a selling point to potential pupils.

6.14 Question: Do low pupil numbers effect funding?

Answer:

Yes. The school receives approximately £4,000 per child. In addition the vast majority of Carlton Primary School children were on pupil premium so fewer pupils means less pupil premium funding too.

6.15 The Headteacher explained that the school attendance percentage had been affected by two children with an interesting pattern of attendance. One pupil had been absent from January and returned to school in May immediately before sitting the SATS. Another pupil had very erratic attendance which led to court action against the parents.

6.16 The Headteacher's Report contained the school Self-Evaluation Form. This had been shown to the Camden Standards Partner for feedback.

6.17 Question: Why has there been a percentage increase in SEN? Has the need gone up?

Answer:

No it is not the need that has gone up. The percentage of SEND pupils has not increased, the number of pupils have gone down across the school which has made the overall percentage of SEND look as if they have increased.

6.18 Question: The bulk of the children who are SEN - have they come to Carlton Primary School because the school has a good reputation for teaching SEN pupils?

Answer:

No the numbers of SEN pupils have stayed the same in the school except for the younger years where there are slightly higher numbers of SEN pupils.

6.19 Question: Why was key stage one attendance so much better than key stage two attendance in academic year 2017-18? Was this caused by individual families?

Answer:

Yes individual families. There have been no changes in the school strategy. One family in KS2 was taken to court for poor attendance.

6.20 Question: Why are there unrepresentative numbers of Black African and Bangladeshi pupils at Carlton Primary School?

Answer:

No there aren't. These numbers reflect the Camden demographic.

6.21 Question: When will the governing board to look at attainment and value-added?

Answer:

The governing board will look at these during the next meeting. A discussion will also be held at the School Improvement Committee.

6.22 Question: Finance - there appears to be a shortfall of about £200,000. Is this correct?

Answer:

The shortfall is about 10% of the school budget. The school budget is approximately £2 million. The school has already done a restructuring to try and mitigate this shortfall.

6.23 Question: What happens to the school if you find it impossible to balance the school budget?

Answer:

London Borough of Camden will look at the pupil numbers spread across the schools and they will decide whether a school that is struggling to attract pupils will need to have one class of entry or two classes of entry. This would affect the number of staff needed in the school.

6.24 Question: Does Carlton have teachers doing TLRs who are not on a TLR?

Answer:

Yes, but this is a standard situation for Camden.

6.25 Question: What is Enabling Enterprise?

Answer:

This is a programme of workshops and visits to different companies. It gives the pupils an idea of the world of work. Each year group does a project that has a link to real-life - for example year five have done a making news project. They learnt about marketing and advertising. A journalist is planned to come in and give advice to the pupils. There will be three workplace visits where children can visit and see different workplaces. Last year a project was linked

	<p>to British Values and democracy had been a topic.</p> <p>6.26 One governor observed that schools such as Carlton had traditionally been disadvantaged in programmes such as Enabling Enterprise as the school does not have so many contacts to organisations were workplace visits could be carried out in comparison to a middle-class school in an affluent area.</p> <p>6.27 <u>Question:</u> Can governors suggest places for pupils to visit? <u>Answer:</u> Yes but for the next academic year 2019-20.</p>	
7.	Committee Membership	
	<p>7.1 The Chair explained that as a result of governors leaving the governing board the committee membership lists would now be rewritten.</p> <p>7.2 The membership of the Resources and Finance Committee was agreed as follows: Chair = Tim Carew. <u>This term</u> the committee will be Yiannos, Jess, Noella , Jessie and Jacquie - and Laurence if he starts as a governor. Jess and Noella are not usually on this committee but will be on it this term to ensure it is quorate.</p> <p>7.3 - The membership of the School Improvement Committee was agreed as follows: Chair = Anu Manthri, and members will be Jess, Cyrus, Noella, Peter, Gabriela and Jacquie.</p>	
8.	Safeguarding Feedback	
	<p>8.1 Peter Ptashko gave a safeguarding report to governors.</p> <p>8.2 All governors were issued with copies of “Keeping Children Safe In Education” prior to the meeting. The following governors signed to confirm that they had read the chapter: Gabiella Awad; Jessie Brill; Tim Carew; Anu Manthri; Jacqueline Phelan; Marianne Pringot; Peter Ptashko; Cyrus Suntook; Jessica Wren and Deputy Headteacher Georgina Harcourt-Brown.</p> <p>8.3 An audit of safeguarding in the school had taken place. It was noted that the school’s single central record had been updated but that a formula is available that automatically flags up when action need to be taken to ensure the school continues to be compliant. As the school does not possess this formula the checking of the single central register requires a member of staff to check it through manually. The school was attempting to obtain the formula to help keep the single central record up to date.</p> <p>8.4 The Headteacher stated that suggestions and feedback received from parents had also helped the school improve its safeguarding.</p> <p>8.5 Governors were informed that the school would need to make sure the school was tighter on carrying out photo identity checks on governors and visitors coming into the school. It had been observed that a number of governors had not been subjected to mandatory photo identity checks when</p>	

	<p>visiting the school because they were familiar to the staff. There was a need to ensure the checking of identity was more rigorously enforced.</p> <p>8.6 Governor Ptashko was thanked.</p>	
9	Comms Strategy	
	<p>9.1 The Headteacher explained that governor Noella Bello Castro was due to present this item but was absent from this meeting.</p> <p>9.2 Governors were informed that a Comms Strategy was going to be built using the OASIS Framework. This would have measurable objectives, scoring and evaluation. There would be conversations with other schools in the 123 Cluster of schools in order to share good practice.</p> <p>9.3 One governor stated that the school website and social media at the school was not used as effectively as other schools. Another governor stated that social media such as Twitter was very little use at Carlton as very few parents used Twitter in comparison to other schools. The Headteacher stated that the way Governor Bello Castro had designed the comms strategy was to identify people in the local community who could assist the school in its work and activities, particularly in implementing a comms strategy. Governors were asked to help identify people in the local community who may assist. ACTION: Governors to help identify people in the local community who may assist in implementing the Comms Strategy.</p> <p>9.4 <u>Question:</u> Does the school know what percentage of the possible children in the local area are at Carlton Primary School? <u>Answer:</u> No. However other local schools in the area – Rhyl Primary School and Saint Dominics School have low reception numbers this year as well.</p> <p>9.5 One governor stated that he believed some parents are put off sending their children to Carlton Primary School because of the large numbers of SEN pupils and Black African and Bangladeshi ethnic minorities who attend the school. Another governor stated that this perception of the school could be changed by effective branding and marketing.</p>	All governors
10	Ofsted	
	<p>10.1 The Headteacher informed the governing board that 2018-19 was a year that Ofsted were due to inspect the school. As a result she would circulate a flowchart using Governor Hub to assist the governors when Ofsted visit. The Headteacher also advised all governors to read the most up to date Headteacher’s Report that included the school self evaluation form. It was also important for governors to read the school implementation plan and the reports from Governor Yiannos Theodoris if they have not already done so. This would aid the governors during an Ofsted inspection. ACTION: Governors to read the flowchart sent by the Headteacher using Governor Hub, the most up to date Headteacher’s Report including the school Self Evaluation Form, the school implementation plan and the report from Governor Yiannos Theodoris if they have not already done so.</p> <p>10.2 The Headteacher informed governors that they should be aware that Ofsted have changed their grades this year and said the school was not able to</p>	All governors

	aim for an outstanding grade. The school was instead aiming to be graded good but outstanding in some areas.	
11	Any Other Business	
	11.1 Governors thanked Governor Cyrus Suntook for the video he took part in on governance which they found helpful. 11.2 The Headteacher congratulated Georgina Harcourt Brown and Shayne Davids for stepping up and covering the role vacated by the previous Deputy Headteacher.	
12	Next meeting of the Governing Board	
	The next Governing Board meeting would be held on Tuesday 29 January 2019 at 5:30pm.	
13	Confidential items	
	The governing board then went into closed session and the Headteacher reported on two confidential items. These are recorded in a separate confidential set of minutes.	

The meeting closed at 19:50hrs.

Signed: _____ (Chair/Vice Chair Of Governors)

Print Name: _____ Date: _____