



## Oak View Primary & Nursery School

**Oak View Primary & Nursery School  
Full Governing Body Meeting  
Wednesday 30<sup>th</sup> November 2022 at 5.00pm in school  
Minutes**

**Present:** Anthony Kent (Chair), Natalie Lawson (NL) Neil Richardson (Headteacher), Mo Molaei (MM), Claire Wiltshire-Hunt (CW-H) and Louise Young- SENCo (LY).

**In Attendance:** Sheila O'Shaughnessy - School Business Manager (TH), John Conlon (Cover Clerk), Siobhan Stuart – Maths Lead, Kevin Cahill – PE Lead (*Items 1 – 7*),

**Apologies: None.**

**Resigned:** Sally Turner.

All paperwork was available on GovernorHub.

ITEM		ACTION
1	<p><b>Welcome,</b></p> <ul style="list-style-type: none"> <li>• The chair welcomed everyone to the meeting.</li> <li>• The need for confidentiality was reiterated.</li> <li>• The school changed to Google, possibly impacting on some emails. Use Google on the browser.</li> </ul>	
2	<p><b>Apologies and approval of absences</b></p> <ul style="list-style-type: none"> <li>• No apologies. The meeting was quorate.</li> <li>• Sally Turner has resigned and was thanked for her service.</li> <li>• Sonu Gupta will not be joining the board, leaving a co-opted vacancy.</li> <li>• Vacancies: 2 Co-opted; 1 LEA.</li> </ul>	
3	<p><b>To declare any conflict of interest that may arise during the meeting</b></p> <p><i>Governors are reminded they must declare a particular interest, financial or other, in any item on the agenda and withdraw from the meeting for that item</i></p> <ul style="list-style-type: none"> <li>• None declared.</li> </ul>	
4	<p><b>Any other business</b></p> <ul style="list-style-type: none"> <li>• None received.</li> </ul>	
5	<p><b>To approve the minutes of 18 October 2022</b></p> <ul style="list-style-type: none"> <li>• The minutes of 18 October 2022 were agreed as a true record of the meeting and will be signed by the chair of governors on Governor Hub.</li> </ul>	

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6	<p><b>Matters arising from the previous minutes</b></p> <ul style="list-style-type: none"> <li>• Finalise and agree the Scheme of Financial Delegation – on agenda</li> <li>• SLT meetings Dates to be confirmed with the Head so that a governor can attend. Shared -closed.</li> <li>• All other items were in hand or on the agenda.</li> </ul>	
7	<p><b>LT presentations</b> The curriculum presentations had been circulated.</p> <p><b>Maths - Miss Siobhan Stuart</b></p> <ul style="list-style-type: none"> <li>• Essential maths is a learning sequence, not a scheme</li> <li>• It ensures coverage and progression of the National Curriculum</li> <li>• Lessons aren't partitioned into days</li> <li>• Sequences run as long (or short) as necessary</li> <li>• There are now pieces of work that can be used alongside the sequence to help with individual practise</li> <li>• It is our requirement to ensure that our curriculum suits our school and our students and that's what Essentials allows us to do.</li> <li>• It allows us the ability to ensure coverage but the freedom to create our own work and activities for the children to suit their needs.</li> <li>• This has been particularly helpful in our use of reasonable adjustments (particularly in Years 3-5) (SIP target – Quality of Education)</li> <li>• Progression can be seen through the year as well as across the year groups</li> <li>• Work within the sequences always builds on each other (so there is the elusion to previous years' work when entering a new sequence and assessment for learning opportunities to assess the children's starting points</li> <li>• We use the Essentials calculation policy but have tweaked some things ourselves <ul style="list-style-type: none"> <li>• A calculation policy ensures our staff are using the same procedures to teach maths to our students</li> <li>• We changed Essentials slightly to focus on long division only in Year 4 and to use this as the basis for division in Year 5 (only teaching short division if/when the children understand the long version.</li> </ul> </li> <li>• Monitoring is completed regularly and takes on many forms: <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Looking at books</li> <li>• Pupil Voice</li> <li>• Talking to Children with their books</li> <li>• Assisting Teachers with planning</li> <li>• Discussing outcomes</li> <li>• Moderation</li> <li>• Our planning for maths has changed to allow Teachers more time to focus on using their assessment to better plan their subsequent lessons. (Planning and Sequencing Target under Quality of Education on our SIP).</li> </ul> </li> <li>• SS leads in-house CPD for our teachers following our Mastery journey</li> <li>• We are now in the sustaining phase of this journey</li> <li>• SS undertook the Professional Development Leads course in 2019/2020 and created a programme of PD for our staff based on the whole school's needs</li> <li>• The use of Essentials is now also fully embedded across the school</li> <li>• We opted into the NCETM (National Centre in the Excellence of Teaching for Mathematics) programme Mastering Number for EYFS and KS1 which has had a huge push on number (we also use this as reasonable adjustments for our fluency sessions for LKS2)</li> </ul>	



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- Siobhan is in her dissertation year of her master's in educational Practice (with a focus in Mathematics)
- She recently attended Success Across All Settings regarding Inclusivity in Maths on Friday through the Mathematics Association

#### How we assess

- Teachers assess children's work daily which then leads to forming what the plan will be for the subsequent lesson(s)
- We complete formal assessments with the children termly (Years 1, 3, 4 and 5) with Year 1 only beginning this in the Spring term if we feel it is appropriate
- Years 2 and 6 complete half termly assessments
- The outcomes of these assessments are then recorded as scaled scores (with a pass mark being regarded as 100)
- Teachers then also use the National Curriculum descriptors to Teacher Assess the children's independent work from lessons
- We set targets for the end of year and end of key stage based on previous results (ELGs or KS1 results)
- Currently a high focus on Years 2 and 3 due to Covid impact
- We have termly Pupil Progress meetings to help us identify focus groups who may need reasonable adjustments
- Linked to Quality of Education on our SIP

#### **Governor Question: How did Maths recover after Covid and how did this compare with Reading?**

Answer: Maths recovery has been more noticeable than in Reading. Over two years, Maths has out-performed Reading and Writing. The reasons for this have still to be ascertained. Maths programmes were accessible at home. Sequencing was straightforward to follow. Collaborative planning was supported among colleagues.

Books are looking better.

#### **Governor Question: What is an example of how you would turn a learning scheme into Oak View's scheme?**

Answer: Pre-assessment is important to gauge capability to build on. Each child has a different starting point, even in Reception and Nursery. Gaps are identified. Obtaining a grasp of numbers is important and this might be missing at home. Maths needs to be relatable. Outcomes are more important and are not prescriptive in Maths Essentials.

#### **PE to include PE & Sports Premium report - Mr Kevin Cahill**

##### **Intent**

- Curriculum - GetSet4PE - Key Indicator 2
- Why have we chosen this PE scheme

Simple and easy to use lesson plans with clear outline of lesson outcomes and progressive activities – especially for teachers who aren't confident PE

Videos and Resource Cards to aid children with their learning throughout the lesson.

Teaching points are there to help teachers with their subject knowledge and differentiation tasks provide activities to challenge all of your pupils

##### **Implementation:**

- Lessons consist of 2 hour block a week with access to outdoor and indoor learning.

##### **Curriculum Mapping:**

- We consider what pupils should be taught at each key stage.
- We have planned lessons in particular order to make sure pupils are getting a variation of key skills in different areas.
- For example, invasion skills (basketball) and balancing (gymnastics). Two different skill types across a half term

##### **Lesson Input:**

- Lessons follow on from one another, building upon skills learnt in the previous.



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- For example, Year 6 Basketball
- Lesson 1 – To develop protective dribbling against an opponent
- Lesson 2 - To move into and create space through dribbling and passing
- The last lesson of each topic is an intra – form competition. Putting together skills learn in games. Each winning class earns a trophy to keep until the next competition.
- Matches are differentiated between levels of pupils (Key indicator 5)

**Assessment:**

- EYFS assessments use the physical Early Learning Goals and are recorded for each pupil on an assessment table using the symbols for working towards, at or beyond the goals.
- For KS1 and KS2, there is an assessment criteria for each topic covered and generate comments using the assessment symbols on a class assessment table to track their progress.
- Assessments will take place after each half term when a topic is completed.

**Governor Question: As there is no national reporting on KS in PE, how can we say where we are in terms of age related?** Answer: Children are assessed against a nationally set parameters within the PE scheme. There are no intra-school comparisons.

**Governor Question: What action is taken if a child cannot throw a ball or is not meeting the standard?** Answer: The skill required may be simplified and progress made from there.

**Governor Question: With the basic skills, what has been the impact of Covid and how can the gap be closed?** Answer: In EYFS, the development of gross motor skills is a concern when children have not been out climbing and running.

**External Opportunities:**

- We have had links with coaching companies that have come to assist with our PE lessons (Key Indicator 3)
- Such as, Saracens Foundation for Year 5 Rugby and Year 4 Dance.
- Allowing children to be involved in sessions taught by a high-quality coach
- Staff to develop their own practice and subject knowledge by being upskilled by the coach.
- Key Indicator 3 - Primary PE & Sport Premium

**Monitoring of PE in the school:**

- Pupil voice – Can they tell me about what they've learnt in lessons. Using key terms and explanations in outcomes.
- Are they enjoying their lessons. What do they like / dislike – raising the profile of PE throughout the school.
- Lesson observations – teachers demonstrating good understanding and knowledge in lessons. Identifying pupils who need differentiated tasks during the lesson.

**How the school engages in competitive sport:**

- We are part of the School Games which set up a wide range of inter – school competitions around the Welwyn and Hatfield area, including links with Primary and Secondary schools.
- We are part of the Hatfield Primary School Sports Association's Football League. Consisting of Boys and Girls League, Cup and Tournament matches. Links with Onslow for support.
- Various sport competitions such as Tag Rugby, Basketball, District Sports Athletics and Primary Dance Competition.
- These events are celebrated in assemblies.

**Sport for All:**

- Pupils are provided a wide range of sporting activities throughout the year – either as a whole school event or embedded into their PE lessons.
- These are to encourage extra physical activity (Key Indicator 1) or provide a broader experience of a range of sports (Key Indicator 4)
- For example,



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	<ul style="list-style-type: none"> <li>• Skip2bFit workshop – whole school</li> <li>• London Mini Marathon - whole school</li> <li>• Year 3 – Wheelchair Rugby</li> <li>• Year 4 – Rock Climbing</li> <li>• Year 5 – Canoeing</li> <li>• Year 6 – Outdoor opportunities / Residential</li> </ul> <p><b>Governor Question: What area of the SDP is the focus for this term?</b> Answer: Active teaching.</p> <p><b>Governor Question: is the SDP reviewed to see what the plans for PE are?</b> Answer: Yes, in order to focus on the targets, e.g. to raise awareness of PE across the school and to monitor outcomes.</p> <p>The Head reported on the £19,500 p.a. received from HMG to develop and promote sport and exercise across the school. Five key indicators are followed e.g. engagement with all pupils. The school decides how the funds are spent and has to report on this. PE is valued at Oak View. The PE curriculum is linked to the funding.</p> <p>Forest Schools contributes to getting children outdoors. Rock climbing and orienteering are supported. More funds are added as required. Catch-up funding has also been received.</p> <p>The report for this is published on the website.</p> <p><b>Governor Question: How are the figures against each indicator arrived at?</b> Answer: They link to the initiatives. One is for the Hatfield Sports Partnership; Skip to be Fit is another. Cover for Kevin for three terms = £600.</p> <p><b>Governor Question: If a child is already learning to swim, do the children all start at different levels?</b> Answer: Yes. They are assessed at the first session.</p> <p>Siobhan and Kevin were thanked for their presentations and they left the meeting.</p>	
8.	<p><b>Review of the school's website</b></p> <ul style="list-style-type: none"> <li>• All the requirements are in place. There are no plans to change the website. Any plans would require a further review to data map the information across.</li> </ul>	
9	<p><b>To receive a Finance report</b></p> <ul style="list-style-type: none"> <li>• The situation has not changed. The revised carry-forward is within the projection.</li> <li>• More time will be spent next term to review staffing and the proposed salary increases. £44k was not budgeted for. Otherwise the finances remain stable.</li> <li>• Schedule of financial delegation: this sets out the delegation limits for the school.</li> <li>• In the absence of a Resources Committee, this section has been removed. Some sums are covered by virements. Any payments over £2k require a second signature in addition to the Head.</li> </ul>	
10	<p><b>Behaviour Report</b> Carried forward to the January meeting.</p>	<b>Agenda</b>
11	<p><b>SEN Report</b></p> <ul style="list-style-type: none"> <li>• LY reported: SEN 15.2%, just below the Hertfordshire figure of 15.9%. National is 16.6%.</li> <li>• This will change in January when the figures are updated.</li> <li>• 3% of children have an EHCP. 3.1% in Hertfordshire; 4% nationally.</li> <li>• 12.7% of children receive SEN support. The main area of need is communication interaction. 30 children are on the SEN register, including those with autism spectrum disorder.</li> <li>• The percentage of children with communication and interaction needs is 45% of the SEN children, not of the whole school.</li> <li>• Data for SEN children indicates they are performing less well than their peers, with some exceptions. With adjustments, many children should be able to keep up in class, as well as</li> </ul>	



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	<p>receiving extra time to complete tasks and regular breaks. EHCP children are supported to achieve. Measuring against data for ARE does not fully reflect the steps of progress for SEN children. The curriculum delivered must be adequate to support SEN children.</p> <ul style="list-style-type: none"> <li>• Interventions for progress have been in place for a year, so year-on-year comparisons cannot be reported on yet.</li> <li>• <b>Governor Question: Is the Wandle Phonics scheme designed for SEN?</b> Answer: There is a SEN element to it to support small steps of progress. Assessment tools support identification of need across the four areas.</li> <li>• There was a Pupil Premium audit from HCC. Evidence of improvement can be seen in the books.</li> <li>• More pupil voice was encouraged to allow highlighting how the interventions have helped them.</li> <li>• New EHCPs have been applied for. There is a backlog.</li> <li>• <b>Governor Question: How does that compare with last year?</b> A: The backlog is still being addressed for UKS2. New applications are for younger children.</li> <li>• <b>Governor Question: For the SDP, are the targets suitable and how they link to SEN?</b></li> <li>• Answer: The goal-based outcomes relate to all children, supported by quality-first teaching.</li> </ul>	
12	<p><b>To receive the HT report</b></p> <ul style="list-style-type: none"> <li>• There are 433 pupils on roll. 30 new starters this term.12 leavers</li> <li>• Attendance: 94.2% (target is 96%), in line with national. Concerns relate to persistent absentees below 90% - this sits at 17.3%. At the parents' evening, they were informed of the situation and the role of the Attendance Improvement Officer. School support is available. Fixed-term penalty notices have been issued, £60 per absence per child.</li> <li>• Y1 17.5%; Y2 21.7%; Y3 18.3%; Y4 19.3%; Y5 15.5%; Y6 11.7%.</li> <li>• 62/361 are being supported with their attendance. It is a lot for this early stage of the year. The autumn term is notoriously bad for illness.</li> <li>• CLA: 92.6%; CP: 94%; CiN: 96%; Post CiN: 91%; SEN: 90%; EHCP: 91%; PP: 93%.</li> <li>• These children are tracked. Wellbeing issues are being addressed. Communication is kept positive.</li> <li>• Data evaluation is being addressed and will be available in January.</li> <li>• Parental questionnaire: parents have appreciated the value of what is going on in school. Evaluation of the results is underway. Some good comparisons have been made in the results, reflecting that children are making progress. Parent view will be questioned by Ofsted. Parents will be encouraged to complete this next term. Responses are anonymous. Comments potentially allow for a child to be identified.</li> <li>• <b>Governor Question: How many years of data are there?</b> Answer: Two years of data.</li> <li>• Staffing changes: Some detailed staff cases are being addressed. Absences are being covered by colleagues or supply.</li> <li>• Suspensions: six/seven suspensions recorded since September. Unacceptable and dangerous behaviours have been recorded. Staff have been hurt. Offensive language has been used. Suspension is appropriate in the circumstances.</li> </ul>	
13	<p><b>Governor Visit reports</b></p> <p>The Magazine visit report had been circulated.</p>	
14	<p><b>To review the School Self Evaluation Form (SEF)</b></p> <p>Following feedback from the SIP, this is to be shortened.</p>	



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	<p><b>HIP Report:</b> As circulated, the curriculum content will be discussed further at the January meeting. The curriculum report is from 18<sup>th</sup> November covers what information is to be published on the website.</p> <p><b>EYFS Report:</b></p>	
15	<p><b>Diversity &amp; Inclusion report discussion</b> Carried forward.</p>	
16	<p><b>Chairs Business</b> A notice seeking volunteer governors will be published in the next newsletter.</p>	
17	<p><b>Safeguarding</b> Safeguarding Report: Safeguarding Bulletin: N Lawson – Visit Report</p>	
18	<p><b>To consider school policies</b> <b>Online safety:</b> Deferred to the next meeting. Staff Pay: Agreed. Attendance: wording has been updated to reflect what is going on in school. Agreed. Leadership ranges will be addressed offline.</p>	
19	<p><b>Any other Business</b> <b>Training:</b> the free training session has to be used up by the end of March. Preparing for Ofsted suggested. <i>Knowing your School, and Ofsted – governance. Re launched, our new and improved training has been re-written with four different presentations to support governors from all settings, prepare for their Ofsted Inspection and understand their role in the inspection process.</i> <i>-Whether you are working to:</i> <i>-Achieve good</i> <i>-Secure an existing good</i> <i>-You are on a journey to achieve outstanding or,</i> <i>-You are an outstanding school but have no recent experience of an Ofsted inspection, this training will be delivered according to your needs. The presentation most suited to your school will be discussed with you at the time of booking.</i> Some dates will be identified by the Chair.</p>	
	<p><b>2022-2023 updated Meeting Dates all at 5.00pm</b> Monday 16<sup>th</sup> January 2023; Monday 6<sup>th</sup> February 2023; Wednesday 15<sup>th</sup> March 2023; Wednesday 3<sup>rd</sup> May 2023; Wednesday 21<sup>st</sup> June 2023.</p>	
<b>Meeting Closed 7.00pm</b>		



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**Actions November**

<b>1.</b>	<b>Behaviour Report Carried</b> forward to the January meeting.	<b>Agenda</b>
<b>2.</b>	<b>HIP Report:</b> the curriculum content will be discussed further at the January meeting.	<b>Agenda</b>
<b>3.</b>	<b>Diversity &amp; Inclusion report discussion</b> carried forward	<b>Agenda</b>
<b>4.</b>		



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