



**GOVERNING BODY OF NEWCOMEN PRIMARY SCHOOL**

**MINUTES OF A MEETING HELD AT 4:30PM ON WEDNESDAY 17 JULY 2024**

<b><u>Governors Present:</u></b>	
Co-opted Governors:	Mrs N Cook, Mrs S Hopper, Mrs P Jackson and Mr E Jones (Deputy Headteacher)
Staff Governor:	
Local Authority Governor:	Mr M Hassack (Chair)
Parent Governors:	Mrs L Hickley
Headteacher:	Miss K Pusztai
Also in Attendance:	Three Year 6 School Council representatives (in part)
Governance Professional:	Mrs A Douglas, Redcar and Cleveland Governance Support Service

*The meeting was held in school and started at 4:30pm. Of the 11 Governors in position at the time of the meeting, 7 were present, and the required quorum was met at all times.*

		<b>ACTION</b>
	<i>To support the attendance of the School Council pupils, the published agenda was reorganised in the following way.</i>	
<b>6.</b>	<b>SCHOOL COUNCIL PRESENTATION TO GOVERNORS</b>	
6.1	<b>Purpose</b>  The Headteacher had provided an opportunity for pupils to proudly share their role and achievements with the Governing Board.	
6.2	<b>Discussion/Challenge</b>	
6.2.1	Mrs Hobday had worked closely with the School Council and had declared that this year's council had been the most outstanding yet. Pupils had demonstrated incredible initiative, and the Headteacher would highlight their significant impact at the end of year assembly. The selection process had been highly competitive. Pupils showcased their qualities and aspirations in written applications to the Headteacher, followed by presentations to all year groups. The democratic election process received an unprecedented number of applications from the Y6 pupils.	
6.2.2	The School Council exemplified British values in all their actions. The Headteacher invited pupils to share some examples of the democratic decisions they had taken during the academic year demonstrating the pivotal role of Pupil Voice at Newcomen Primary School  <u>Single Equality Statement</u>	
6.2.3	The School Council had reviewed the single equality statement to ensure its continued relevance and effectiveness. Pupils informed governors of the	

	protected characteristics and elaborated further to explain their meanings and significance.	
	<u>Chocolate Challenge</u>	
6.2.4	Via a Pupil Voice suggestion, the School Council had written a piece for the weekly Newcomen Newsflash to ask families for their support with NPS Chocolate Challenge to collect chocolate for children spending Christmas in hospital. A veritable mountain of chocolate was then generously donated and the children distributed this to children at James Cook Hospital. Additionally, due to the amount of chocolate, donations were also shared with a local food bank and a care home, spreading the caring spirit of Newcomen Primary School throughout the community.	
	<u>Family Day</u>	
6.2.5	The School Council voted to make 'Our Earth' the theme for Family Day, adding a meaningful and educational global awareness focus. <b>Governors praised the inclusion of reflective readings by the pupils, which had enriched the event.</b> One pupil shared the heartfelt invitation he had sent to Sir David Attenborough, who had responded promptly with a personal handwritten letter. The Headteacher was pleased to share the letter of response with Governors, which would be included in the pupil's Record of Achievement.	
	<u>Green Thumb Challenge</u>	
6.2.6	The School Council took the initiative to transform the school's wildflower garden into a family project. They had shared a letter of invitation to all families, welcoming them to join in by planting seeds, ensuring that all year groups had the opportunity to participate. This community effort brought families together to contribute to the garden's beauty. Additionally, all pupils in school took part in a collective sowing of seeds in the wildflower garden.	
	<u>Halloween Dress-Up</u>	
6.2.7	At the request of pupils in school, the children dressed up for Halloween. This had an educational theme, with pupils studying the history and significance of Halloween as part of their preparations. Clear rules had been set by the pupils and School Council: no face paint and nothing too scary for younger children. The event had been a huge success, with all pupils participating and enjoying the festive atmosphere.	
	<u>Dragons' Den</u>	
6.2.8	Year 5 pupils had participated in a 'Dragons' Den' project, which had included gathering views of all pupils on where play equipment markings should be placed following their successful bid and presentation in securing £3,000 to enhance the outdoor area promoting physical activity.	
	<u>Fundraising</u>	
6.2.9	On the day of the present meeting, representatives of the School Council had visited Saltburn Animal Rescue Association to donate £506 that they had raised for the charity through their Enterprise project supporting their local chosen charity.	

6.2.10	<p><u>Exceptionality</u></p> <p><b>In response to a query from Governors</b>, pupils shared the many ways in which Newcomen Primary School was exceptional:</p> <ul style="list-style-type: none"> <li>- High standards and self-discipline, both inside and outside of school.</li> <li>- Mutual respect between teachers and children.</li> <li>- Equality. At Newcomen Primary School, everyone was accepted, and pupils respected everyone's individuality.</li> <li>- Acceptance. Pupils advised that they felt that acceptance was a more appropriate word than tolerance.</li> <li>- Consistency. Pupils described the ways in which teachers added to what pupils had learned in the years before. One pupil likened the process to making a toy, starting from creating the base of the toy through to putting the finished product in a shiny box ready to send to secondary school.</li> <li>- The school environment. Pupils appreciated the appearance of the school and the cleanliness of classrooms. It was important to them that classrooms were tidy and looked nice. Toilets at the school were immaculate which was really important to the children.</li> <li>- Consistency of teaching. At Newcomen, all the teachers had a strong work ethic and worked as hard as they could no matter what.</li> <li>- Personal development. Pupils were supported to develop a positive attitude towards learning and learned social skills. Pupils were exposed to the wider world through residential and trips. Lots of visitors came to school to talk about a range of topics, including vaping awareness, peer pressure and respectful relationships.</li> <li>- Relationships. Teachers encouraged pupils to work with different partners during lessons which helped them get to know everyone in their class.</li> <li>- Social and self-awareness – pupils understood how to behave towards others.</li> </ul>	
6.2.11	<p>All the pupils present at the meeting stated that they would recommend Newcomen Primary School to anybody, because of the high standards and expectations. Although it was sometimes challenging, pupils understood that their teachers expected the very best of them. Pupils were supported to fulfil their potential and agreed that all talents were recognised and appreciated. <b>In response to a final query from Governors</b>, the School Council representatives advised that they could not think of anything that would make the school even better.</p>	
6.3	<p><b>Outcome</b></p> <p><b>Governors expressed their gratitude to the School Council representatives for their attendance and congratulated them on their outstanding presentation. The pupils spoke with confidence and demonstrated remarkable strength of character.</b></p> <p><i>The School Council representatives withdrew from the meeting.</i></p>	
1.	<p><b>APOLOGIES AND CONSENT FOR ABSENCE</b></p>	
1.1	<p>Apologies for absence had been submitted in advance of the meeting from Mrs S Hobday and Mrs E Nixon.</p>	
1.2	<p>Governors noted that Miss Phoenix and Mr Greenwood were not in attendance and resolved to consent to their absence should they not arrive during the meeting.</p>	

1.3	RESOLVED to consent to the absence of the above-named governors.	Governance Professional (GP)
<b>2.</b>	<b>NOTIFICATION OF ANY OTHER BUSINESS</b>	
	No matters were declared for discussion under any other business.	
<b>3.</b>	<b>DECLARATION OF INTERESTS AND DECLARATION OF GIFTS</b>	
3.1	Governors were given an opportunity to declare any interest in a specific matter to be discussed at the present meeting, as well as the acceptance of any gifts, hospitality, awards, prizes, or any other benefit which might be seen to compromise the personal judgement or integrity of an individual.	
3.2	No such declarations of interest were made on this occasion.	
<b>4.</b>	<b>MINUTES AND MATTERS ARISING</b>	
4.1	Minutes of the Full Governing Body (FGB) meeting held on 24 April 2024 had been circulated in advance of the meeting, to be approved and signed as a true record. Governors also had an opportunity to question progress with any matter discussed at the meeting which would not arise during the course of the present meeting.	
4.2	<b>Discussion/Challenge</b>	
	<u>Matter Arising Item 6.2.18, Family Day</u>	
4.2.1	The Headteacher had implemented suggestions from the Governors regarding sponsorship, successfully securing £3,550. <b>In response to a query from Governors regarding any amendments to the day owing to financial constraints</b> , the Headteacher advised that the school had spent significantly less on Apollo than in previous years while maintaining a strong partnership with them; they were considered part of the school family. The Headteacher praised school staff for their commitment to ensuring the experience for the Newcomen Family was of the highest standard creating precious memories.  Apollo were also involved with running the Holiday Activities Fund programme for pupils of Newcomen Primary School and across the borough. They were trusted implicitly to treat the school with respect.	
4.2.2	<b>Governors agreed that Family Day had been a wonderful event. Governors noted the lovely atmosphere as usual, highlighting the smiles and the sense of belonging fostered within the school community.</b> The Headteacher and wider staff team took great joy in seeing former pupils return, underscoring the lasting impact of Newcomen Primary School. Parents of former pupils continued to attend, and teenagers coming back to share their achievements with their primary school teachers evidenced the school's special significance.	
4.3	<b>Outcome</b>  RESOLVED to approve the minutes of the meeting held on 24 April 2024, with the Chair to sign the minutes as confirmation of approval.	Chair
<b>5.</b>	<b>UPDATE FROM THE CHAIR OF THE GOVERNING BOARD</b>	
5.1	<b>Purpose</b>  An opportunity for the Chair to update the governing board on correspondence received and activity undertaken since the last FGB meeting.	

5.2	<b>Discussion/Challenge</b>	
5.2.1	Mrs Cook's term of office as a co-opted governor would expire on 22 September 2024. Mrs Cook confirmed that she wished to be reappointed to the Board.	
5.2.2	Dr Lamb had resigned from the governing board for personal reasons. Dr Lamb had extended thanks to the board for the incredible experience, and was confident that the school would continue to grow from strength to strength.	
5.2.3	Mrs Nixon's term of office as a staff governor would expire on 22 September 2024. The governance professional resolved to share paperwork to support a staff governor election at the start of the autumn term.	
5.2.4	The Chair advised that no confirmation had been provided from the government regarding teachers' pay increases or support staff pay awards. The School Business Manager's projections had been incorporated into the 2024-25 budget.	
5.3	<b>Outcomes</b>	
5.3.1	RESOLVED to reappoint Mrs Nina Cook for a further four years upon the expiration of her current term of office.	GP
5.3.2	Governance Professional to share staff governor election paperwork with the Headteacher, to support recruitment to the forthcoming staff governor vacancy.	GP
<b>8.</b>	<b>ATTAINMENT AND PROGRESS DATA</b>	
8.1	<b>Purpose</b>  To use progress and attainment data to hold school leaders to account for pupil progress throughout the year.	
8.2	<b>Discussion/Challenge</b>	
8.2.1	The Headteacher shared an overview of recently released progress data, demonstrating that outcomes had been exceptional across the board. Governors were informed that any figures in red text were from the previous year as some 2024 national data had not yet been published.  <u>Early Years and Foundation Stage (EYFS)</u>	
8.2.2	Governors noted that baseline data for pupils joining Nursery showed that between 20% and 30% of pupils were reaching age-appropriate milestones. 79% of pupils at Newcomen had achieved Good Level of Development (GLD), compared to the 2023 national average of 67%. <b>Governors congratulated the Early Years practitioners on this exceptional achievement.</b>  <u>Phonics Screening Check</u>	
8.2.3	100% of Year 1 pupils at Newcomen had achieved the expected standard (32+ out of 40). In 2023, 94% of pupils at the school had achieved the expected standard, compared to the national average in that year of 79%. Staff governors shared contextual information regarding the three pupils in 2023 who had not passed and advised of the daily interventions which had achieved a significant impact, including speech and language support and keep up sessions. <b>Governors agreed that the interventions in place would continue to have a positive impact as pupils progressed into Year 2 and Year 3 and</b>	

	<p><b>ultimately, would positively influence pupils' life chances.</b> 100% of pupils in Year 2 had passed the Phonics screening check. Phonics screening test outcomes remain exceptional.</p> <p><u>Y4 Multiplication Check</u></p> <p>8.2.4 100% of Year 4 pupils at Newcomen Primary had achieved the multiplication check. <b>Governors extended their congratulations to the Year 4 team.</b></p> <p><u>Key Stage 2 (KS2) Writing</u></p> <p>8.2.5 Nationally, 72% of pupils had achieved the expected standard in writing, and the figure at Newcomen was 94%. 27% of pupils at the school achieved greater depth in writing. The national average in 2023 had been 13%. Over the last three academic years, 88% of disadvantaged pupils at the school had achieved the expected standard in writing, and 21% had achieved greater depth.</p> <p><u>KS2 Maths</u></p> <p>8.2.6 98% of pupils at Newcomen had achieved the expected standard in maths, compared to the national average of 73%. 40% of pupils at the school had achieved the high standard. In 2023, the national average for the high standard was 24%. Over the last three academic years, 100% of disadvantaged pupils at the school had achieved the expected standards or above in maths, and 38% had achieved the high standard.</p> <p><u>KS2 Reading</u></p> <p>8.2.7 96% of pupils at Newcomen had achieved the expected standard in reading, and the national average was 74%. 63% of pupils at the school had achieved the high standard. In 2023, the national average for the high standard was 29%.</p> <p><u>KS2 Grammar, Punctuation and Spelling</u></p> <p>8.2.8 Nationally, an average of 72% of pupils achieved the expected standard for grammar, punctuation and spelling, and the figure at Newcomen was 98%. 71% of pupils at the school had achieved the high standard, and the national average in 2023 at the high standard was 28%.</p> <p><u>Reading, Writing and Maths Combined</u></p> <p>8.2.9 92% of pupils at Newcomen achieved the expected standard in reading, writing and maths combined, and the national average is 61%. 25% of pupils at the school had achieved greater depth/high standard. The national average in 2023 was 8%. 94% of disadvantaged pupils had achieved the expected standard or above.</p> <p><u>Quintile 1</u></p> <p>8.2.10 Newcomen Primary School was in the top 20% of schools nationally. The school had been in quintile 1 for Year 1 Phonics, and for Key Stage 2 expected standard and higher score, in 2022, 2023 and 2024. The school had also been in quintile 1 for Key Stage 1 expected standard in 2022 and 2023.</p>	
--	--	--

8.3	<p><b>Outcome</b></p> <p><b>Governors congratulated the school team on the outstanding outcomes. Special recognition was given to the pupils, who excelled despite the challenging SATs papers. The performance of disadvantaged pupils was particularly notable, significantly surpassing national averages which was phenomenal. The school's commitment to high expectations for all pupils was highlighted by Governors. Every pupil was treated equally, with the same opportunities and support. Staff consistently upheld high aspirations, providing emotional support while maintaining a no-excuses approach. Governors commended the school's efforts and achievements, recognising the exceptional success achieved across the board.</b></p>	
7.	<p><b>HEADTEACHER'S REPORT</b></p>	
7.1	<p><b>Purpose</b></p> <p>To report on matters such as attendance, behaviour, staffing, safeguarding, pupil wellbeing, quality of education, and health and safety.</p>	
7.2	<p><b>Discussion/Challenge</b></p>	
	<p><u>Ofsted</u></p>	
7.2.1	<p>During rehearsals for Family Day, the school had received a call from Ofsted requesting to schedule an inspection. The timing had been inconvenient, and school had not been willing to compromise such a special event. Consequently, the Headteacher had submitted a request to defer the inspection, which had been approved. The school was fully prepared and ready for the inspection whenever it was rescheduled. At the time of the present meeting, no further notice had been received, therefore it was anticipated that the inspection would take place in early September.</p>	
	<p><u>School Context</u></p>	
7.2.2	<p>Detailed information about the school context was provided in the Self-Evaluation Form and was thoroughly understood by Governors. The school was situated in a mostly white-British industrial coastal town, with notable demographic characteristics: 46% of students came from the 20% most income-deprived families, 19% of pupils were disadvantaged, and 19.6% had special educational needs and disabilities (SEND). Attendance continued to be higher than the national average and at the time of the meeting, attendance was 96.1%. The school also boasted high stability in pupil mobility, high levels of staff retention, and no exclusions.</p>	
	<p><u>Contextual Safeguarding</u></p>	
7.2.3	<p>The Local Authority's (LA) Safeguarding Officer would attend a future Full Governing Board meeting to update on contextual safeguarding. The school was acutely aware of local issues, such as areas where young people congregated, the prevalence of illegal vape sales, and the presence of gangs. There was a particular concern in the borough about young children being at risk of coercion into organised crime.</p>	
7.2.4	<p>To address these issues, the school provided an education programme and worked closely with external agencies focused on such areas as peer pressure and healthy relationships aimed at keeping pupils safe. The pupils had been</p>	

	<p>educated on how to stay safe and what actions to take if they encountered anything concerning. They were well-informed and capable of making the right decisions, thanks to the school's guidance. Staff members were trusted adults, and the open and honest relationships they maintained with the pupils provided the children with the confidence to seek help when needed. This element of trust was crucial for effective safeguarding.</p> <p>7.2.5 <b>In response to a question from Governors</b>, the Headteacher confirmed that as always, the topic of safeguarding would be a focus on the first professional development (PD) day of the new academic year and revisited regularly to ensure that knowledge remained current. The school worked closely with professionals to maintain up-to-date practices and was highly passionate about ensuring the safety and well-being of its pupils. The HT chairs the LA Safeguarding in Education Network and the school has excellent relationships with a wide range of external agencies and schools throughout the borough.</p> <p><u>Wraparound Provision</u></p> <p>7.2.6 The LA's Assistant Director for Education and Skills, along with the Lead for Achievement, recently visited the school as part of their review of all maintained schools. The discussion included the challenge of wraparound provision and the LA's expectations in this area. The school's breakfast club remains extremely popular; after-school provision from 3pm to 6pm posed challenges and was discussed.</p> <p>7.2.7 To address this challenge, the Headteacher had invited the LA's Early Years Lead Professional to discuss potential after-school provision. Schools that did not offer wraparound services were required to provide a compelling reason for their decision. Previously, after-school provision at the school had been discontinued owing to lack of financial viability and demand. A recent survey indicated that only eight families expressed interest, confirming that it remained financially unfeasible. The Early Years Lead Professional had advised that the average cost to parents was £10 per place per session.</p> <p>7.2.8 Operational challenges were also discussed regarding after-school provision. Staffing this would be difficult, as Teaching Assistants (TAs) were already fully utilised. Hiring external staff could raise concerns about the quality and training of the sessions, and the role was unattractive owing to low pay, limited hours, and unsociable times. Additionally, many in the community had already made their own childcare arrangements, including private childminders, who operated during school holidays.</p> <p>7.2.9 <b>After thorough consideration, Governors concluded that wraparound provision was not viable for the forthcoming academic year.</b></p> <p>7.3 <b>Outcome</b></p> <p>Governors noted the information shared by the Headteacher.</p>	
9.	<b>EXCEPTIONALITY</b>	
9.1	<p><b>Purpose</b></p> <p>An opportunity for Governors to participate in a review of whether the school continued to be outstanding in every area.</p>	



9.2	<b>Discussion/Challenge</b>	
9.2.1	Governors noted that it was exceptionally rare for a Headteacher to devote a significant portion of each day to classroom teaching while also serving as an inspirational leader. Miss Pusztai exemplified this, giving her utmost energy to the pupils. <b>Governors agreed that the outstanding results were a testament to exceptional people doing exceptional things, which was truly inspirational.</b> The Headteacher set the tone and direction. However, the Headteacher emphasised that leadership at all levels was greatly valued at the school, as the outcomes could not be achieved alone. <b>Governors highlighted the strength of the team, particularly the phase leaders, noting that exceptional outcomes stemmed from exceptional leadership.</b>	
9.2.2	It was evident to everyone that all staff members were genuinely passionate about the school. They fully embraced the process, finding immense reward in seeing their efforts come to fruition. Every staff member gave their all. <b>Governors remarked that the Headteacher and Deputy Headteacher might take this exceptional culture for granted, not always realising just how special the school truly was.</b>	
	<u>Early Years and Foundation Stage</u>	
9.2.3	Nursery Entry Assessment identifies a downward trend with children entering Nursery with a 'typical level of development' between 20% and 30% with very little language development. To address this challenge, the school had implemented Little Wandle Foundation for Phonics, which focused on developing speech and language skills. This initiative supported pupils throughout their educational journey, enhancing their personal and social development. <b>Governors agreed that having three qualified teachers in Early Years was exceptional and greatly benefitted the pupils.</b>	
9.2.4	The school emphasised an oracy-rich curriculum, celebrating spoken English and effective modelling. The environment enabled practitioners to make a significant impact, with skilful adults who knew how to interact with pupils respectfully. There was a strong focus on mutual respect and high expectations, along with the quality of questioning. New pupils quickly adapted by observing and following their peers' modelled behaviour.	
9.2.5	Focusing on prime areas had become the main driver, yielding immense positive effects. <b>Governors advised that they would be keen to learn more about mid-term outcomes, particularly halfway through nursery.</b> The Foundation Stage was crucial, laying the groundwork for all the skills pupils needed to be ready for Year 1.	
9.2.6	The relationship with families was excellent. There had been high levels of attendance at workshops as parents/carers understood and appreciated the added value. Engaging families at the earliest opportunities ensured a positive journey through school for their children. <b>Governors agreed that the commitment from staff was remarkable, demonstrating their dedication.</b>	
9.2.7	Throughout the year, staff presentations to Governors highlighted that all subject areas exceeded expectations, showcasing the exceptional standards maintained across the curriculum.	

<p>9.2.8</p> <p>9.2.9</p> <p>9.3</p>	<p><u>Behaviour and Attitudes</u></p> <p>During a recent school trip, our EYFS pupils had impressed a member of the public so much with their behaviour and conduct that he gave money to buy them ice-creams; the exceptional nature of this act highlighted how positively the pupils were perceived. Visitors consistently commend the exemplary conduct of the pupils.</p> <p>A recent email from a secondary school praised an individual pupil for his outstanding behaviour during his transition period, noting his achievements and the school's anticipation of his arrival in the new academic year. This was the first time that a pupil from Newcomen Primary School had attended this secondary school. The Headteacher shared contextual information on the pupil's background, who had blossomed into a wonderful young man. The Headteacher had documented the commendation in the pupil's Record of Achievement. <b>Governors agreed that the moral driver to do the right thing had been instilled in pupils, which ensured their success at the transition from Year 6 to Year 7.</b></p> <p><b>Outcome</b></p> <p><b>Governors agreed that the school was outstanding in every area and outstanding in overall effectiveness.</b></p>	
<p><b>10.</b></p>	<p><b>ANY OTHER BUSINESS</b></p>	
<p>10.1</p> <p>10.2</p>	<p>On behalf of the Governing Board, the Chair commended the school for yet another outstanding year. The values cultivated within the school extended into the broader community, as pupils were genuine ambassadors of the principles instilled in them.</p> <p>The Headteacher expressed heartfelt gratitude to the Governors for their continued support, which was deeply appreciated.</p>	
<p><b>11.</b></p>	<p><b>APPROVAL OF DOCUMENTS FOR PUBLIC INSPECTION</b></p>	
<p>11.1</p> <p>11.2</p> <p>11.3</p>	<p><b>Purpose</b></p> <p>To determine which, if any, of the documents considered at the present meeting were confidential and should not be available to the public.</p> <p><b>Discussion/Challenge</b></p> <p>In the interests of transparency within the public sector and Freedom of Information (FOI) provisions governors were aware that all documents considered at a meeting should be made available for inspection by the public, on request. It was necessary, therefore, to identify any documents and/or references which were confidential and should therefore be excluded from the meeting papers.</p> <p><b>Outcome</b></p> <p>RESOLVED that the agenda and supporting documents of the present meeting be made available for public inspection, with the exception of any document deemed confidential in nature.</p>	<p>GP</p>

<b>12.</b>	<b>DATE AND TIME OF THE FUTURE MEETING</b>	
	The next meeting of the Full Governing Body would be held at the school at 4:30pm on Wednesday 16 October 2024.	

Meeting closed at 6:00pm.