



### Full Governing Body Meeting

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| <b>Date</b>                 | Monday 16 <sup>th</sup> January 2017  |
| <b>Present</b>              | Ray Allen (RA), Natalie Bellis (NB), Marian Gerrett (MG), Kym Lyons (KL), Rachel Simmonds (RS – Head Teacher), Fern Corns (Acting Head), Kath Martin (KM), Dave Tanner (DT), Philip Worsfold (PW) Heidi Brydon (HB), Jen Colwell (JC)<br>Rachel Tuck for Agenda item 4 only |
| <b>In Attendance</b>        | Trudy Myers (TM)  |
| <b>Apologies</b>            | Kym Lyons (KL),   |
| <b>Absent</b>               |   |
| <b>Quorum (50% or more)</b> | Yes   |
| <b>Meeting duration</b>     | 17:00 – 19:10   |

|               | <b>Actions from 16<sup>th</sup> December 2016</b>   | <b>Responsible</b> |
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| 8             | <b>Governors' information page on website</b><br>The Clerk advised that the website required some updates such as the Register of Interests and the addition of meeting attendance by Governor percentage. She would need to liaise with the business manager in order to gain access.  | TM                 |
|               | <b>CB to include details of the new building plans in the newsletter</b><br><u>RR-RS</u> reported that the consultation launch date was imminent and the full details would be provided then. RS suggested that there could be a light touch update in the next newsletter as the School community were speculating what had been agreed. RS was pleased to report that Sports England had been supportive of their bid to maintain a normal sized playing field; she also prepared a statement for the planning committee which would be used to set out the School vision and rationale for the remodelled site for the School. This would be displayed on the council planning website and was a good opportunity to promote the School in the City.<br><b>Action: RS to send the statement to the Clerk for circulation</b> | RS/TM              |
|               | <b>Executive Headship</b> <ul style="list-style-type: none"> <li>• RS had discussed the proposal and impact on existing contract with BHCC.</li> <li>• PW had an ongoing action to contact the chair at Mike Oak and report back to governors.</li> </ul>   | PW                 |
|               | <b>Training</b> – Governors had an ongoing action to forward details to PW of their activities as well as other training (other than that organised by Governor support as this was held centrally) this should date back 3 years.  | All Governors      |
| <b>Item #</b> | <b>Minutes</b>  | <b>Outcome</b>     |
| 1             | <b>Welcome &amp; Completion of Attendance Register inc Apologies</b>  |                    |
| 1a            | Apologies had been received from KL.  | Recorded           |

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| <b>2</b> | <b>Declaration of interests – any changes to be recorded</b>   |                                     |
| 2a       | All governors were reminded to sign declaration of interest forms and return them to the clerk.  | Actioned                            |
| 2b       | No declarations of interest made   | Recorded                            |
| <b>3</b> | <b>Governing Body Membership</b>   |                                     |
| 3a       | The Chair proposed Julie Peylch as a Co-opted Governor and the proposal was unanimously supported by all Governors present. JP introduced herself to the Committee.  | Noted                               |
| 3b       | Fern Corns was voted onto the Governing Body by her position as acting head and the proposal was unanimously supported by all Governors present. FC introduced herself to the Committee.   | JP & FC<br>Co-opted as<br>Governors |
| <b>4</b> | <b>SEN Spotlight by Rachel Tuck</b>  |                                     |
|          | <b>RT gave a presentation to Governors</b>   | Noted                               |
| 4a       | RT explained that she would give an overview of the SEN children in the School, as the School also had an AU this meant that compared to other Schools the percentage of SEN pupils was at the high end. The code of practice stated that schools should try to take on additional pupils although their capacity would be limited. There were also budget challenges to consider.                 |                                     |
| 4b       | The SEN data for key stage 2 children showed that the year 6 children were significantly below average and would be the focus of the Autumn term spotlight. The action plans would include targeting specific groups and developing pupil profiles, there would be an increased focus on the pupil voice. The restructure also meant that there was a new skill set in place which was bedding in. |                                     |
|          | <b>Governor Question</b> – had the School noticed the impact of the restructuring?   |                                     |
| 4c       | Answer – It was hard to gauge the exact impact at this stage although it had allowed some flexibility in timetabling. Year 3 had benefitted from skilled and experienced support.  |                                     |
|          | The Spring term spotlight would be to improve the provision and the actions included an audit of key training needs and to assess why there had not been progress despite additional resource and assistance. The targets would need to be smart, measurable and achievable.   |                                     |
| 4d       | <b>Governor Question</b> – was the focus on the pupil voice a novel approach taken by the School?  |                                     |
|          | Answer – No this was embedded in the code of practice.   |                                     |
|          | <b>Governor Question</b> – did the School have evidence that the level of vulnerability of pupils had increased?   |                                     |
| 4e       | Answer – The cohort were vulnerable but there was not a marked increase in the levels over time. There were a complex set of factors at play.  |                                     |
|          | <b>Governor Question</b> -Given the high numbers of SEN and variation in needs how difficult was it to employ the strategies required ?  |                                     |
| 4f       | Answer – It was right that the School did not employ a one size fits all approach and there was continual monitoring of the impact of their strategies to ensure that they were  |                                     |

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| 4g | <p>effective. It was not easy but the School did have a good resource available which they employed appropriately.</p> <p>The Chair thanked RT for the presentation which was informative and useful.</p> <p>RT left the meeting.</p>   |       |
| 5  | <b>KS2 Teaching &amp; Learning Update by Fern Corns</b>   |       |
| 5a | <p>FC gave a presentation to Governors which had been circulated prior to the meeting.</p> <p>The headlines were as follows:</p> <p>Years 3 and 5 were in a strong position and overall had maintained this despite social mobility issues. MET+ pupils were broadly maintaining their position from the start of the year.</p>   | Noted |
| 5b | <p>There were challenges in year 4 which was reflected in the data – this showed a significant drop in reading and writing. The School had been working hard to support the pupils with the literacy coordinator. Year 6 had also had a slight dip although it was noted that a number of pupils were new to English.</p>   |       |
| 5c | <p>Gender Outcomes- girls were outperforming boys in all years groups (except 6) .</p> <p>The plan was to diminish the differences and take on board the whole year group with a focus on learning styles.</p> <p><b>Governor Question</b> – was this the year 6 cohort or some other reason ?</p>  |       |
| 5d | <p>Answer – the School appeared to buck the national trend year on year so it had proved difficult to pinpoint. There would be some additional drilling down into the data going forward.</p>   |       |
| 5e | <p>EAL pupils were in a strong position and were performing well. There had been some unpicking of their learning journeys and a strengthening of their assessment. The focus had been on the gap in their learning.</p> <p><b>Governor Question</b> – what was the percentages of children in the School with EAL ? and was this above average ?</p> <p>Answer – 48% due in part to the transient mobility and temporary housing in the community. There followed a discussion of the challenges faces by the School regarding the correlation between this figure and the 22% SEN pupils. It was noted that this meant that the School had a number of vulnerable pupil groups which had a cumulative and multi layered effect.</p> |       |
| 5f | <p><b>Governor Question</b> – what effect did this have on other pupils?</p> <p>Answer – there would always be spikes in behaviour although so far this academic year there had been fewer incidents.</p> <p>RS added that the School had been chasing a promised SEN review which would consider the provision for meeting the complex needs across the School – a date had been secured with the LEA and this would be shared with the Governing Body.</p>  |       |
| 5g | <p>Pupil Premium pupils – they were doing very well compared to other PP across the city and there was increasing parity between pp and non pp. This was due in part to the hard work by the maths coordinator who had been embedding processes resulting in their outperforming their counterparts in some areas.</p>  |       |

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| 5h       | <p>The Spring spotlight would be a refinement in the assessment of teachers to increase fluency within each unit of learning. Curriculum development would be to ensure that its presentation was inspiring for all groups.</p> <p><b>Governor Question</b> -did the School feel that the teachers had the space and support to implement the plan and how would this be mapped out in the term ?</p> <p>Answer – it would be a stretch but there were high achievers, good teachers would have the tools to translate their skills into outstanding. The quality of SEN intervention would be applied with rigour and monitored. There would be higher intervention in reading and a greater focus on the depth of learning.</p> |                   |
| 5i       | <p>Governors suggested that the use of graphs to demonstrate the data would be well received and a useful aid to interpret the data.</p> <p>The Chair thanked FC for her in depth presentation and agreed that the above would be helpful provided that it did not overload the teachers’ time.</p>   |                   |
| <b>6</b> | <b>Note of Last Meeting dated 16<sup>th</sup> December 2016 and matters arising</b>   |                   |
| 6a       | <p>PW stated that he would make a few minor amendments following comments from Governors and he would sign them off and lodge them with the Clerk for filing. They were agreed as an accurate record of the meeting.</p>  | Approved          |
| <b>7</b> | <b>Head teacher’s Report &amp; Evaluation</b>   |                   |
| 7a       | <p>RS stated that the report had focused on areas that had not been covered in the December meeting. Governors had seen a copy of the report prior to the meeting and they would be noting the headlines.</p>   | Noted & Discussed |
| 7b       | <p><u>Attendance</u> - this was at 95.28% which had improved although raising this had been a struggle. SEND pupils had the lowest rate of attendance. One action had been to curb the authorisation of leave to return to countries of origin, the School had also been working well with the local authority attendance officer which had been a successful approach.</p>   |                   |
| 7c       | <p><b>Governor question</b> – if a child was in hospital but received schooling would this be seen as an absence?</p>   |                   |
| 7d       | <p>Answer – Yes, as they would be educated offsite from the School although this would be authorised absence.</p>   |                   |
| 7e       | <p><u>Behaviour</u> – Governors noted the overall trends which related to all incidents (i.e. playground, lunch room) and not just class related. They were mindful that some pupils would be involved in multiple incidents and this would be due to complex vulnerabilities. There would be a focus on training the MDSAs to deal with these incidents.</p> <p>There had been three prejudice based incidents, restorative justice had been employed as a resolution and one child that had been involved had left the School.</p>  |                   |

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| 7f       | <p><u>CPD</u> - the recording of CPD would be tightened and in noting its impact especially for support staff. The School had been engaging in training rolled out to the Hove Cluster.</p>  |          |
| 7g       | <p><u>Pupil Premium 2015/16</u></p> <p>The expected progress for PP was above the national average for every attainment group in writing, maths and SPAG and slightly below for lower and middle achievers in reading. Most interventions had had a positive effect especially were they were teacher led. The inclusion team also continued to play a key role.</p>   |          |
| 7h       | <p><u>SIP headlines</u></p> <p><b>Leadership and Management</b> – to secure a clear and common understanding of ‘outstanding’.</p> <p><b>Teaching, Learning &amp; Assessment</b> – ensure teachers are planning for progression to secure deep learning.</p> <p><b>Personal Development, Behaviour &amp; Welfare</b> – add update from Rachel.</p> <p><b>Outcomes</b> – to improve provision for SEN pupils to diminish ARE differences.</p> <p>It was noted that these were all shared with staff on the inset day.</p>   |          |
| 7i       | <p><b>Governor question</b> – did the upward trajectory of the quality of teaching reflect the increasing morale in the School?</p> <p>Answer – RS referred to the NUT and UNISON survey which would be distributed to the staff and was an annual exercise as part of the LEA agreement; this would be a good measure of staff morale. The NUT would meet with her to discuss the results which could be challenging, for example staff had flagged up the additional workload which had had an effect on their moral. The training held on the Inset day had focused on mindfulness and emotional resilience which would give staff the tools to take on responsibility for their own emotional wellbeing and find positive ways to offload stress, etc. It was important that they knew the boundaries of their role and would benefit from positive emotional wellbeing. Governors would be appraised of the results when they were available.</p> <p>The Chair thanked RS for the report.</p> |          |
| <b>8</b> | <b>Finance update</b>  |          |
| 8a       | Governors noted the Portfolio Finance report which had been submitted prior to the meeting.  | Informed |
| 8b       | <p>PW advised the Committee that an internal audit would take place on the 22<sup>nd</sup> March and they would be collating information and papers with the assistance of the business manager. The finding would be presented to Governors.</p> <p>RS would be scrutinising the sports grant.</p>  |          |
| <b>9</b> | <b>Portfolio Reports</b>   |          |
| 9a       | <p><b>Teaching &amp; Learning Portfolio</b></p> <p>Governors agreed that another Governor would be useful to add to the portfolio-discussion – one of the new recruits could take on one of the areas.</p>   | Agreed   |

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|           | <p>The Clerk agreed to upload the safeguarding portfolio report so that it was accessible to Governors.</p> <p>It was noted that DT and RS had met to discuss the data included in the school self evaluation report.</p> <p><i>Action: PW to compile a list of Governors and their portfolios for circulation.</i></p>  | <p>TM</p> <p>PW</p>                       |
| <b>10</b> | <b>Spring Training Session</b>   |   |
| 10a       | <p>It was agreed that this should take place before the 27<sup>th</sup> March (next FGB meeting).</p> <p><b><i>Action: The Clerk agreed to circulate and agree dates for a spring Governors training session.</i></b></p>  | <p>Agreed</p> <p>All</p>                  |
| <b>11</b> | <b>Policies for Review</b>   |   |
|           | <p>None had been submitted for the meeting.</p> <p>It was agreed that the Governors would consider a list of statutory policies in order of prioritisation and these should be timetabled so that they were added to the agendas in good time. The Chair added that they would only ratify -statutory polices or others by exception.</p> <p><b><i>Action : The Clerk To discuss the policy timetable with NB so that they were added to the agendas as appropriate.</i></b></p>   | <p>Noted<br/>And<br/>Agreed</p> <p>TM</p> |
| <b>12</b> | <b>AOB</b>   |   |
| 12a       | <p><u>Parental Insight</u> - HB suggested the Governors should consider reaching out to the School community so that they could articulate their role in the School, offer a friendly and approachable face at School events and distribute information. She believed that parents/carers were not sure of their remit or how to approach them. Governors agreed that this was a good way to develop their relationship with the School and there was a discussion as to the best way that this could be achieved. In the interim, there could be an article in the next newsletter and they could be on the agenda at the School Council meeting. The Chair and HC agreed to have a wider discussion outside of the meeting and bring proposals back.</p> <p><b><i>Action: FC to add ‘Governor Update/Profiles’ as an agenda item for the School Council meeting.</i></b></p> | <p>PW &amp; HB</p> <p>FC</p>              |
| 12b       | <p><u>Aspirations week</u> – NB advised the Committee that this would take place on the 1<sup>st</sup> week in April and all were encouraged to suggest themselves or someone they knew to come in and speak to the children to talk about interesting/unusual careers.</p>  |   |
| 12c       | <b>12a Next meeting</b> - Monday 27 <sup>th</sup> March 2017 at 17.00  | Informed                                  |

Chair: Philip Worsfold

Signature:

Date:

DRAFT