

Governors of Fairisle Junior School

Minutes of a meeting of the Whole Governing Body Tuesday 10 January 2017, 4.30pm

Governors present:

1. Nikki Webb (Chair)
2. Peter Howard (Headteacher)
3. Steph Thurston
4. Alison Powell
5. Phil Chapman
6. Jess Donovan

Associate members present:

- Bev Bessey
- In attendance: Sophie Lee (Clerk)

1) Welcome to New Parent Governor

Daniel Le Feuvre has been elected unopposed as a new parent governor.

2) Appointment of Co-opted Governor

Kim Hadley previously resigned as a parent governor but would like to rejoin the board. Governors agreed to appoint her as a co-opted governor. There is one remaining co-opted vacancy.

3) Apologies

Daniel Le Feuvre, Kim Hadley, Mike Dant.

4) Declarations of Interest

Changes to the declaration of business interests register: DL has completed the declarations form. Declarations relating to today's agenda: the Headteacher declared an interest in item 12 (Headteacher's performance review).

5) Minutes of the Last Meeting

Minutes from the meeting held on 15 November 2016 were agreed and signed by the chair.

6) Matters Arising Including Action Points

All action points completed. Dai Thomas is attending the 7 March meeting.

7) Policy Review

7.1 Child protection and safeguarding policy: the continuum of need has been updated and the new version added to the policy. There were previously three levels of need but now there are four. Paragraph 6.4 has been changed to reflect the new levels but there are no other changes.

Governors ratified the child protection and safeguarding policy.

7.2 SEND policy: this policy is largely unchanged. It reflects the January 2015 SEND Code of Practice. It shows our graduated approach to SEND support using quality first teaching and explains how the school removes barriers to learning.

It covers issues such as complaints, authentic praise, assessment of a child's needs, reviewing the effectiveness of support and interventions and how the success of the policy and provision is evaluated. Responsibilities of governors and staff are also listed.

Governors ratified the SEND policy.

7.3 Governors' allowances policy: this policy is from the LA. Governors are allowed to claim relevant expenses and receipts should be stapled to the claim form.

Governors ratified the governors' allowances policy. It will be reviewed annually.

8) Action Plan for External Review of Governance

It was discussed that the action plan needs to be a continuous plan with items added/reviewed and show timescales. An 'impact' column could be added to show the value of the actions. Governors need to make sure they are visiting school frequently and asking the right questions. Governors should review previous minutes and make sure that answers have been received to their questions and concerns and issues are followed up.

Action A: Meet to discuss the action plan (particularly timescales) by Friday 20 January and email details to governors.

NW/ST

9) Review of the First Target of the School Improvement Plan

The SIP and its milestones have been red/amber/green (RAG) rated to show whether items are outstanding/partially complete/complete. External views have also been cited as evidence and impacts of actions listed.

'Training all leaders in making accurate checks of strengths and weaknesses in the quality of teaching' has been rated 'green' because we now have two external reports that confirm this is true.

The governor monitoring schedule has also been RAG rated. The termly health and safety consultative group meeting has not yet been completed and no governor attended the learning walk/book scrutiny. PC has interviewed a number of children but has not yet evaluated the impact of Pupil Voice.

On the issue of the curriculum, bulletins are being sent out every half-term and governors would be welcome to read these. The curriculum is starting to look more varied and exciting.

Under 'improving teaching and learning in maths', from this term Holly Cleveley is providing support at planning, preparation and assessment (PPA) sessions in each year group. PH and BB have attended the Getting to Good course and an eight-week project to improve children's learning is underway, focused on improving outcomes for more able disadvantaged pupils in maths; PC conducted pupil interviews at the start of this programme.

A handout shows the strengths and weakness of teaching and learning across the school and includes the action plan for the eight-week project. A coaching booklet was also distributed which shows the coaching agreement signed by staff.

PC asked what the difference is between coaching and mentoring.

The Deputy Headteacher explained that during coaching you do not give answers and the dialogue can help staff to evaluate their practice. Mentoring is more instructive and about holding hands. Some sessions could include both coaching and mentoring. The Headteacher added that coaching is about asking questions to make staff think.

The coaching timetable was explained to governors. Holly Cleveley is supporting PPA mainly in maths and Rachael Woods is coaching Y3 and the core English set in Y6. Holly and BB are running Y6 maths boosters and BB is running a Y4 booster. Robin Hayes is working with two Y5 teachers and one of the part-time teachers.

ST asked whether the teachers agreed with the quality of teaching ratings they received and how we know that two teachers were Outstanding.

The Headteacher said that two people external to the school have confirmed that our

judgements are in line with their judgements.

The Deputy Headteacher replied that teachers did agree with the ratings and that the OFSTED criteria are used.

ST asked whether external people would be able to see the judgements.

The Headteacher confirmed that they would. (Redacted copies of judgements were shown to the governing body at the end of the summer term.)

PC asked whether the school is successful in retaining its teachers and NQTs.

The Headteacher confirmed that last year's NQTs all still work at Fairisle Junior as well as both NQTs from the year before. He noted that the school's situation and community means that there are easier schools to work in but there is no better school at which to get a good return with regard to job satisfaction.

The Deputy Headteacher reported that they are valuing staff more and having more social events. They are also looking at workload, reviewing the behaviour and marking policies and looking at work-life balance and planning.

ST asked what the Y6 maths boosters look like in practice.

The Deputy Headteacher reported that they look at data to identify a group of children on the cusp just below 'expected'. Staff then go in and work more intensely with those children in smaller groups.

ST asked if reading is being covered as well as maths and English.

The Deputy Headteacher said that in Y6 they are focusing on reading, writing and maths. In Y4 they work in a small group of 20 pupils and the aim is to have 20 minutes of quick re-fire work and helping with recall. The Headteacher is working with children on the cusp at the top of Y6.

ST asked what happens in the PPA support sessions.

The Deputy Headteacher reported that Holly Cleveley is attending PPA sessions for maths and support teachers with their planning.

JD reported that this support is invaluable and can answer teachers' questions. Holly has helped her talk through the learning journey to make sure the journey and where she wants the children to be is very clear and what steps to take to get there.

ST asked whether JD could identify the 'value added' and impact of this work.

JD confirmed that she could.

In maths, Clare Belli is providing support, including leading an INSET day on 27 February to which governors are invited. Claire Morse is coming in and working with Y3/4. She has seen some pedagogy gaps which she will address in work with two Y3/Y4 teachers. BB and Holly Cleveley will watch her work and then support the other Y3/4 teachers.

A governor is invited twice per half-term to attend coaching sessions and report to the board on the impact of this work. ST volunteered and NW will attend some sessions.

Action B: Email the coaching dates and plan to ST/NW.

BB

Pupil progress meetings showed that moderation needs to be more frequent and work has started on this area. We have not yet met the target of 30% teaching and learning rated Outstanding.

The Arbor system is helping staff to analyse data more effectively. Governors were given in-school data showing outcomes from the autumn term for all children as well as key groups. Please bring any questions on the data to the 7 March meeting, including any questions on how the school is tackling groups that are not performing as well as others.

AP asked if Arbor is a database that can track teachers as well as pupils.

The Headteacher responded that Arbor is a tracking system that is updated by teachers at the end of term so we can see progress. It can track teachers and groups, eg: the different sets in Y6 English and maths.

The data shows differences between the end of KS1 results and Y3 actuals. This is for a number of reasons including the changed curriculum. The Y3 baseline in autumn 2016 was lower than their KS1 outcomes. Lynn Ross worked alongside us regarding these baseline figures as there were some concerns.

ST requested that all end of Y3 targets for Y4/5/6 are added to the data sheet to compare with the actuals.

Action C: Add all end of Y3 targets for Y4/5/6 to the data sheet.

BB

Attendance is at 96.6% and 13 more children attended on time every day for autumn 2016 compared to autumn 2015. The number of broken weeks has improved by 18% between autumn 2015 and autumn 2016.

An INSET day on 3 January was attended by staff from more than 12 city schools and the cost for the speaker was offset. Staff are already implementing some ideas from the speaker.

The number of equality incidents reported has increased (eight incidents) due to pupils and staff being more vigilant and a raised profile for equality.

ST asked what issues were reported in the equality incidents.

The Deputy Headteacher stated that a handout on behaviour analysis shows that most equality forms concern sexual orientation. They are disappointed in Y4 and Y6. The children have had lessons on this area and will soon have an assembly on it too. Two lunchtime supervisors in Y4 and two in Y6 will be allocated as buddies so pupils can go to them with worries. Staff will also meet some parents to discuss the issue.

NW and ST could look at the governor targets in the SIP.

Action D: Review the governor targets in the SIP and RAG rate them.

NW/ST

10) Papers on Improving Governance

Two documents show key questions for governors to ask and give guidance on improving governance.

11) Report of Governor Activities

PC met with BB and discussed maths with pupils; next he will look at maths with non-disadvantaged children. He found it very interesting and a large amount of evidence was collated. PC will visit again on 19 January to do interviews and work scrutiny to see if pupils improve.

NW attended the Christmas craft day and went to Stubbington for one day. She had a lovely day with lovely children who thoroughly enjoyed themselves. It was a well-organised trip with planned activities and was led by the centre's staff. Governors are invited to attend a day of any residential.

12) Headteacher's Performance Review

This item is covered in a confidential minute.

13) Term Dates Consultation 2018-2019

The LA have asked for opinions on draft term dates for 2018-19. They propose that the autumn term ends on Wednesday 19 December and spring term starts on Thursday 3

January. Governors agreed that it would be better to finish on Friday 21 December and return on Monday 7 January.

The consultation ends on 17 February and comments should be sent to school.organisation@southampton.gov.uk

Action F: Email a response to the term dates consultation from governors/the school respectively. PH will also consult federation schools on their views.

NW/PH

14) AOB

14.1 Federation governor training on data takes place on 23 January at Newlands Primary 6-7pm. RAISEonline data is on the Drive and PH can provide printed copies.

14.2 The next LA evenings for governors are on 7 March and 13 June 7-9pm at Regents Park Community College.

14.3 The treatment of surpluses/deficits in the scheme for financing schools changed in September. Holy Family Primary School have written a letter of complaint to Jo Cassey as governing bodies were not consulted about this change. As the board has already decided what to spend our own surplus on, governors decided that they would not make a similar complaint.

14.4 Governors decided to change the start time for meetings to 4.00pm.

14.5 PC recently met astronaut Tim Peake.

Action G: Invite Tim Peake to speak to our pupils.

PC

14.6 Changes to the homework schedule are explained in a letter to parents. A review of homework was held and pupils, parents and staff consulted. Proposed changes would start after Easter or half-term.

It is proposed that homework focuses on reading and times tables, plus project homework linked to topics. Learning logs would no longer be used each week.

ST asked how the impact of the homework changes would be measured.

The Headteacher replied that the impact would be seen in better understanding of times tables and a higher percentage of children reading at home.

ST asked how we can help parents to support the children.

The Headteacher reported that they are producing a booklet on times tables and welcomed any comments on it. We will run some sessions for parents.

Governors approved the homework changes.

14.7 Representatives from the regional schools commissioner have informed us that they will visit the school shortly, probably in January or February (date to be agreed). They will examine the school's improvement journey over the last few years and look at future plans.

We will discuss our DfE work, Portswood Teaching School Alliance work, work with the LA and HMI, the federation, peer review, governors' peer review and governors' external review.

Relevant documents have been prepared for the visit. PH has asked Ed Shackleton to work on data on the trajectory of our school against Southampton and national results and this will be added to the Drive when available.

A history of the use of exclusions is included in the paperwork. In 2015/16 there were 45 exclusions, mainly because we took in five children who were all at risk of exclusion at their previous school. Three of the children went to secondary school, one is at Compass and the other two are on part-time timetables at secondary. One other child has been permanently excluded from secondary school already.

We will also evaluate our pupil premium strategy and analyse the attendance rates over the last 10 years.

Governors will need to put a document together about challenge and holding leaders to account.

15) Time and Date of Next Meeting

The next whole governing body meeting will be on Tuesday 7 March 2017 at 4.00pm.

The meeting closed at 7.15pm.

ACTION POINTS FROM 15 NOVEMBER 2016

	Action To Be Completed	By Whom	By When	Complete?
A.	Invite Dai Thomas to the 7 March governors' meeting.	NW	ASAP	✓
B.	Send letter to parents asking for a parent governor volunteer.	PH	ASAP	✓ 18 Nov

ACTION POINTS FROM 10 JANUARY 2017

	Action To Be Completed	By Whom	By When	Complete?
A	Meet to discuss the external review action plan (particularly timescales) and email details to governors.	NW/ST	20 Jan	
B	Email the coaching dates and plan to ST/NW.	BB	ASAP	
C	Add all end of Y3 targets for Y4/5/6 to the data sheet.	BB	ASAP	
D	Review the governor targets in the SIP and RAG rate them.	NW/ST	20 Jan	
E	Write an appendix to the confidential minute regarding the Headteacher's performance review.	AP	ASAP	
F	Email a response to the term dates consultation from governors/the school respectively. PH will also consult federation schools on their views.	NW/PH	17 Feb	
G	Invite Tim Peake to speak to pupils.	PC	ASAP	
	Agenda Items for Future Meetings		Date	
	Action plan relating to the external review of governance		Ongoing	
	Dai Thomas to attend and review action plan		7 March	