

Governors of Fairisle Junior School

Minutes of a Meeting of the Whole Governing Body Tuesday 7 March 2017, 4.00pm

Governors present:

1. Steph Thurston (Chair)
2. Peter Howard (Headteacher)
3. Alison Powell
4. Phil Chapman

Associate members present:

Bev Bessey

In attendance: Sophie Lee (Clerk)

1) Apologies

Nikki Webb, Jess Donovan, Mike Dant. Kim Hadley and Daniel Le Feuvre have resigned.

2) Declarations of Interest

Changes to the declaration of business interests register: none. Declarations relating to today's agenda: none.

3) Minutes of the Last Meeting

Minutes from 10 January and an extraordinary meeting on 7 February were agreed and signed by the Chair.

4) Matters Arising – Including Action Points

All action points from 10 January complete except points B and G.

Action A: Send the coaching plan and dates to ST/NW.

Action B: Invite Tim Peake to speak at the school.

BB
PC

All action points from 7 February have been completed.

5) Governing Body Action Plan

Governors worked with School Improvement Partner Mandy Gard on 15 February to produce an action plan for the board. Work on maths will be postponed until a no sets trial in Y4 is completed.

Action C: Review coaching.

Action D: Review the curriculum.

Action E: Review pupil progress and achievement.

Action F: Review the behaviour policy.

ST
JD
PC
AP

Question from PC: Should we look at improving Y2 to Y3 transition? We do share teaching from Y2 to Y3, should we embed Y3 teachers more in Y2?

The Headteacher stated that Holly Cleveley works in the infants each Friday morning. The Deputy Headteacher stated that the books come over with the children.

Mandy Gard suggested Y3 teachers go into the infant school to moderate marking.

6) Reports From Governor Visits

All governor visit reports are on the Drive. Recommendations from governor visits will be added to the minutes as action points.

Pupil Premium

AP visited on 28 February to discuss the pupil premium with Robin Hayes and Andrew Clark. They discussed how much PP was received, value for money and the next steps.

Our PP funding was £173k in 2016/17 which is 13.3% of total income, a large chunk of income and about double the national average. It is not separately identified in the budget. PP strategy and impact reports are available on our website, showing budgeted costs and objectives.

Recommendations from this visit:

Action G: Explore the use of a separate cost centre for PP funding.

Action H: Quantify outcomes in the PP impact report and present it to governors.

Action I: Scrutinise projects to see if any should be discarded, decreased or enlarged.

Action J: Consider consulting with federation schools to share resources.

Andrew C.
Robin H.
Robin H.
Andrew C.

We have signed up for a free months' trial of provision map software from www.bluehills.co.uk which will allow us to cost out expenditure such as staff time. The software costs £520 for the first year and enables a school to record and track the effectiveness of interventions and PP expenditure.

The board needs to produce a one-page overview of PP that clearly states what the money is being spent on and how we know the spending is effective.

A Teaching and Learning Toolkit from the Education Endowment Foundation gives examples of a range of interventions and shows their cost relative to their impact, indicating whether they are value for money – a low cost/high impact project gives the best value for money.

Action K: Meet with Robin Hayes and Andrew Clark to talk about the next steps for PP and work on the one-page summary for all governors.

AP

Maths/CPOMS

PC attended the 27 February maths INSET day led by Claire Belli which aimed to break down maths as some children struggle to understand this subject. Learning times tables by rote has no value if children cannot appreciate the relationship and connections between the tables.

The session looked at three methods of teaching maths – concrete (physical objects), pictorial (pictures) and abstract (textbooks and written numbers). These methods work well if staff can get the building blocks in place.

PC noted that many children are benefitting from maths equipment bought with PP funding. The HMI inspector in January noted that "The pupil premium is used effectively to support disadvantaged pupils in mathematics. A good example is through the purchase of practical resources that provide pupils with concrete experiences to help them understand mathematical concepts such as place value."

The INSET day also provided training on the Child Protection Online Management System (CPOMS). This system allows staff to log events such as an upset child which can build into a bigger picture. An individual teacher does not see the whole log but designated staff can review the whole case. The system provides alerts to PH, BB, Tracey Rankin, Holly Cleveley and Robin Hayes whenever an incident has been logged.

Mandy Gard has advised governors to discuss safeguarding at every meeting.

AGENDA

Question from ST: Could you provide anonymised safeguarding reports, eg: on the number of alerts, an update on CPOMS and the number of interventions/actions taken?

The Headteacher confirmed that this information will be provided once a term.

Information from CPOMS can be transferred across to Oasis Academy but Fairisle Infants do not use it yet. We can also receive a child's CPOMS history from other schools.

Action L: Report to governors on safeguarding issues from CPOMS in the second half of each term.

PH

Action M: Discuss the Headteacher's report and what it should include; ask governors for their views.

ST/PH

Lower Ability Maths

ST visited on 6 March to focus on lower ability maths with Holly Cleveley and discuss what staff gleaned from the INSET day. She heard about inchworm and grasshopper learners (children who show method in their work/children who jump to the results but do not know the method).

Y4 are trialling the use of no sets for maths (fractions). Y4 lesson planning is being done together among the Y4 teachers so there is collective responsibility. BB and Holly Cleveley visited a school which already runs without sets. Staff meetings with videos are being used to upskill teachers.

Recommendations from the visit:

Action N: Feed back the results of the Y4 maths trial on 4 April.

Holly C/BB

Action O: Governors to visit FJS to validate the maths trial feedback by talking to pupils and teachers and reviewing progress in books.

TBC

7) Governor Training

The clerk has produced a spreadsheet to show gaps in governor training following the training recommendations of Glenda Lane at the last meeting. Booklets from Newport Educational were distributed; if you wish to attend a course please email the clerk.

Action P: Email the governor training spreadsheet to all governors.

Clerk

Federation training on RAISEonline on 23 January was attended by PH, BB and NW.

Federation safeguarding training will take place on Wednesday 5 April 6.30-8pm at Shirley Warren Primary School.

8) Policy Review

Safeguarding Policy

The only change in this policy is in paragraph 2.5 where the nine protected characteristics have been made clearer and fully comply with the Equality Act 2010.

Governors approved the safeguarding policy with no amendments.

Behaviour Policy

This policy has been revised following our January INSET day. There is an onus on the community and staff all behaving in the same way. The five pillars of Fairisle practice have been designed to maintain outstanding behaviour.

BB met five parents yesterday to discuss this policy and they were all positive about it. They asked for the five pillars to be shown visually on the windows and asked for booklets for parents. They thought parents needed to be shown the policy and have the same expectations for their own behaviour when in school.

Question from ST: Parents were less positive about the 'sad side'?

The Deputy Headteacher noted the 'sad side' is not in the policy. There needs to be a

consistent consequence across the school and staff are discussing this. It will be taken back to staff and worked on.

The three rules for good behaviour are: 'Respect, ready and safe'.

Question from ST: Will you follow up on the conversation with parents about behaviour?

The Headteacher stated that he might summarise it for the newsletter. The five pillars and the 'Respect, ready and safe' slogan should go into planners and on the windows and signs.

Question from ST: Is it worth talking to children and asking if they understand the rules?

The Deputy Headteacher agreed that this would be worthwhile, after work has been done to introduce the policy to children.

Parents raised the issue of Oasis Academy pupils misbehaving on the FJS site, including swearing at Y6 children and riding bikes.

Action Q: Write to Oasis Academy to alert them to parental complaints about some pupils' behaviour.

ST

Question from ST: Is there work to be done on the consistency of behaviour management among staff?

The Deputy Headteacher replied that yes, staff need to be unified. When we ask teachers about it we should get the same answers.

Action R: Ask pupils and teachers about the behaviour policy after it has been introduced to the school.

TBC

Action S: Change signage to reflect the new behaviour policy.

PH

Governors discussed the fact that staff must be able to use their discretion and knowledge of individual children to inform practice. The policy should reflect this and state the Headteacher has the power to do x, y and z in exceptional circumstances.

Action T: Edit the behaviour policy to indicate staff can use their discretion for individual children; email the edited policy to all governors.

PH

Governors approved the behaviour policy with the additions discussed above.

Health and Safety

This policy has been updated to take into account legal regulations and amended regarding agreements for administering medicine.

Governors approved the health and safety policy with no amendments.

Supporting Pupils With Medical Conditions

This policy is unchanged.

Question from PC: Do we log any medicines given out?

The Headteacher replied that when parents ask us to administer a medicine a form is completed by parents and signed off by the Headteacher. Every time the medicine is given to a child another form is completed and initialled by staff.

Question from AP: Where are the records kept and are they safe?

The Headteacher stated that records are kept in the medical room by Andrew Clark's office and each child's records are kept in a separate plastic wallet.

Question from AP: Are records removed at the end of term or year and kept securely?

The Headteacher stated that they are, or at the end of a course of medicine. We send out the regulations to parents and medicines are always handed adult to adult.

Governors approved the supporting pupils with medical conditions policy without amendment. This policy is reviewed every two years.

Marking and Feedback

This policy is being revised and is not yet ready for governor approval.

A questionnaire on marking was filled in anonymously by staff. Comments made included the view that marking was not consistent and took a long time. Staff agreed that marking does need to take place but it needs to move learning on.

They were asked whether marking and feedback has an impact on attainment and achievement; both positive and negative comments were made with no universal view.

Some staff said marking took too long with up to 90 books per day to mark; marking writing can take the longest time. The school has tried group marking.

Staff were asked how happy they are with the school approach to marking, with 1 being very unhappy and 10 being happy; many staff gave a score of zero and the highest score given was 5. They said the pink and green marking works well.

They were asked whether they followed the marking and policy and comments included the fact that a staff member was "unsure of the marking policy" and "unsure what needs marking and what does not".

We may not be clear enough about our expectations on marking. We are looking at the policies from other schools. Marking should always lead to better progress and also let children know what they are doing very well. One comment said "we are not good at celebrating success".

When asked how we could improve, one comment asked for less marking but to make it more effective. One teacher said "we are not marking for children".

Marking must have impact, be consistent and support staff in their work-life balance. Governors noted that the homework has been refined which has reduced homework marking.

Action U: Revise the marking policy and ask pupils for their views on marking.

BB

Question from AP: Is marking integrated with rewards?

The Deputy Headteacher explained that children receive merits and Headteacher's awards but there are some inconsistencies in when they are given – the work must be over and above the norm.

Consistent marking will link to appropriate rewards and recognition. DfE guidance is available on marking and will be used to inform the policy.

9) AOB

9.1 A form to record governor visits was distributed and governors approved a governor visit protocol.

9.2 A safeguarding self-evaluation tool was distributed.

Action V: Email the safeguarding self-evaluation to NW and ask her to complete it.

Clerk/NW

9.3 Phil Hand from Newport Educational has sent us his proposal for the governor support work. Governors discussed the fact that the proposed work may be too similar to the previous external review and the board needs guidance and training rather than another evaluation.

The board needs to know how to ask the right questions and make sure they get the most out of visits to school. Governors need to improve when presenting to OFSTED and confidently answer questions; this needs bespoke training.

Action W: Forward the Newport proposal to Glenda Lane to see what she recommends.

ST

9.4 PC highlighted that education supervision orders let a court set rules to improve attendance, eg: mandatory parenting classes. We could speak to the Education Welfare Officer to see if an order might be appropriate for persistent absentees.

9.5 Question from PC: Can the senior teachers produce a plan to improve Y2 to Y3 transition?

The Headteacher noted that OFSTED and the HMIs are clear that although we know we are accountable for progress from the end of KS1 to the end of KS2, they will also take into account books and work done when children first come into the school. Children from Fairisle Infants in 2016 had the highest percentages of any KS1 group of any school in the city for achievement in greater depth in reading, writing and maths.

Holly Cleveley is working in the infants school once a week. Y3 leader Rachael Woods and Holly attended the LA Y2 standardisation meeting; Y3 teachers also need to attend. Y3 teachers need to go into the infants school.

Action X: Look into improving Y2 to Y3 transition.

BB

Question from AP: Do you do independent testing when children join FJS?

The Headteacher explained that a full study is done. At the beginning of the autumn term Lynn Ross undertook a work scrutiny and a complete study of Y3 children and results were discussed with her.

9.6 School Improvement Officer Mandy Gard will visit on 14 June to check the impact of governance; a report from her previous visit is on Google Drive.

9.7 The Chair has approved moving one Teaching Assistant up to minimum wage a term early based on her performance. She also approved increasing reception hours by two and a half hours per day due to the increased head count in reception.

10) Confirmation of Action Points and Deadlines

Action points were confirmed.

11) Time and Date of Next Meeting

The next whole governing body meeting will be on Tuesday 4 April 2017 at 4.00pm.

The meeting closed at 6.00pm.

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 | X |
| 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 | X |

ACTION POINTS FROM 7 FEBRUARY 2017

| | Action To Be Completed | By Whom | By When | Complete? |
|----------|--|----------------|----------------|------------------|
| A | Tell the clerk when you will be visiting school and send her the visit reports. | All gobs | Ongoing | ✓ |
| B | Contact KH, MD and DL to ask if they are able to commit to the board and the necessary improvements. | Chair | ASAP | ✓ |
| C | Email Steph Thurston to say what support governors would like to receive from Newport Educational. | All gobs | 14 Feb | ✓ |

ACTION POINTS FROM 7 MARCH 2017

| | Action To Be Completed | By Whom | By When | Complete? |
|----------|--|----------------|----------------|------------------|
| A | Send the coaching plan and dates to ST/NW. | BB | 4 April | |
| B | Invite Tim Peake to speak at the school. | PC | 4 April | |
| C | Review coaching. | ST | 4 April | |
| D | Review the curriculum. | JD | 4 April | |
| E | Review pupil progress and achievement. | PC | 4 April | |
| F | Review the behaviour policy. | AP | 4 April | |
| G | Explore the use of a separate cost centre for PP funding. | Andrew Clark | 4 April | |
| H | Quantify outcomes in the PP impact report and present it to governors. | Robin Hayes | 4 April | |

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|----------|---|-------------------|---------------------|--|
| I | Scrutinise PP projects to see if any should be discarded, decreased or enlarged. | Robin Hayes | 4 April | |
| J | Consider consulting with federation schools to share resources. | Andrew Clark | 4 April | |
| K | Meet with Robin Hayes and Andrew Clark to talk about the next steps for PP and work on the one-page summary for all governors. | AP | 4 April | |
| L | Report to governors on safeguarding issues from CPOMS in the second half of each term. | PH | Ongoing | |
| M | Discuss the Headteacher's report and what it should include; ask governors for their views. | ST/PH | 4 April | |
| N | Feed back the results of the Y4 maths trial on 4 April. | Holly C./ BB | 4 April | |
| O | Governors to visit FJS to validate the maths trial feedback by talking to pupils and teachers and reviewing progress in books. | TBC | TBC | |
| P | Email the governor training spreadsheet to all governors. | Clerk | 4 April | |
| Q | Write to Oasis Academy to alert them to parental complaints about some pupils' behaviour. | ST | 4 April | |
| R | Ask pupils and teachers about the behaviour policy after it has been introduced to the school. | TBC | TBC | |
| S | Change signage to reflect the new behaviour policy. | PH | TBC | |
| T | Edit the behaviour policy to indicate staff can use their discretion for individual children; email the edited policy to all governors. | PH | 4 April | |
| U | Revise the marking policy and ask pupils for their views on marking. | BB | 4 April | |
| V | Email the safeguarding self-evaluation to NW and ask her to complete it. | Clerk/NW | 4 April | |
| W | Forward the Newport proposal to Glenda Lane to see what she recommends. | ST | 4 April | |
| X | Look into improving Y2 to Y3 transition. | BB | 4 April | |
| | | | | |
| | Agenda Items for Future Meetings | | Date | |
| | Provide feedback on the Y4 no sets maths trial. | Holly Cleveley/BB | 4 April | |
| | Present the updated pupil premium report. | Robin Hayes | 4 April | |
| | Safeguarding (standing item, to include CPOMS reports once a term) | | 4 April and ongoing | |