

## Governors of Fairisle Junior School

### Minutes of a Meeting of the Whole Governing Body Tuesday 4 April 2017, 4.00pm

Governors present:

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

Associate members present:

Bev Bessey

In attendance: Sophie Lee (Clerk)  
Robin Hayes (Assistant Headteacher)  
Holly Cleveley (Assistant Headteacher)

#### 1) Apologies

None.

#### 2) Pupil Premium Report

Robin Hayes presented a pupil premium report following his meeting with AP to discuss current PP projects and their results. He thanked AP for her time as he found it very useful to reflect on her inquiries.

Robin and AP attended a PP training course at Mansbridge Primary on the effective use of the PP run by Headteacher Mark Sheehan who is also a PP reviewer. FJS could consider buying a two-day PP review for £1200.

There is a gap between PP and non-PP children at FJS with a gap projected in our May results, particularly in maths. Our PP strategy on the website shows projected spending with an expenditure report for the £172k per year received.

School budgets have not kept up with necessary spending so without the PP we would struggle to run the school. Our budget is £38k less this year with factors such as higher rates of national insurance adding to the strain. The school is likely to be £60k worse off overall at the end of the forthcoming year.

We do not use the PP funding solely on disadvantaged children. For example, the three classes in Y5 are partly funded by the PP and there is no reason why other children cannot benefit from the PP as well.

#### Question from MD: Is it legitimate use of PP money to run three Y5 classes?

The Headteacher confirmed that it is.

AP reported that the PP can be spent for the benefit of any child at FJS, the community or associated schools; it is not targeted specifically at individual children.

Another school spends PP on making sure each child can attend a residential, although they may have no progress gaps. It must not become a welfare benefit, eg: providing uniform for parents who cannot afford it; it must be used to increase progress.

#### Current Strengths

- We look at research and quality first teaching is our philosophy; actions are evidence-based.
- We have appointed two new specialist Teaching Assistants who have been successful. They only work in maths and English and are very highly qualified.

#### Question from ST: Are these two staff members genuinely Teaching Assistants?

The Headteacher replied that their job title is TA but they are close to being teachers. Robin Hayes reported that they come in at 8am to talk to teachers and set up. Often TAs fail due to a lack of preparation according to research.

**Question from ST: Who do they work for? Do they target specific children?**

Robin Hayes stated that they work for him. He takes the lead from year and maths leaders as to what children the TAs work with. They have two-year fixed contracts.

- We are not making mistakes such as paying for uniform or low impact staff.
- Robin is the PP champion in the senior leadership team (SLT).
- Teachers know who the PP children are and where there are gaps.
- The school takes opportunities to focus on PP children, eg: during lesson observations, talking to PP pupils and the Getting to Good challenge on PP maths outcomes.
- The PP strategy is very comprehensive.

Current Weaknesses

- We may have been too ambitious – improving children’s language skills is a big aim and simpler, low hanging fruit may be quicker to achieve.
- The strategy does not explicitly reflect the large gap between PP and non-PP children in reading/maths 2017 results.
- The Additional Learning Team failed due to disappointing staff. Recruitment was hard and staff may have thought the role would be easier than it was but with the same salary as a class teacher. There was some resentment towards the team and most left quickly.

**Question from ST: Did we not make the Additional Learning Team work?**

The Headteacher stated that we tried but are dependent on who we employ. We ended up with a two-tier system where teachers watched the team arrive late and leave early. Robin Hayes stated that the team did not have the motivation and initiative to succeed.

**Question from ST: What are we doing with the money that was being spent on the Additional Learning Team? What are the next steps?**

The Headteacher noted that we have paid for one teacher and two Teaching Assistants, working 32 hours per week each. The two TAs are managed in a different way with a lower salary than a class teacher.

Robin Hayes reported that staffing will be discussed on Friday as we need to address the gap in reading and writing; the two TAs are not enough by themselves.

**A confidential minute covers an issue discussed at this point.**

There were problems with Teaching Assistant posts at FJS in the past; previously the TAs had 72% attendance and were not managed effectively. We will not put TAs back into all classes. Evidence shows that TAs do not have an impact because of the way they are used, but if they are recruited and used in the right way for the school they can have an impact.

- We have not previously been able to itemise staff time but have now bought software to allow this. We are also coding PP items separately in the budget which enables spending reports to be easily produced.
- Some actions from the strategy are not complete. There are too many initiatives and teachers are bombarded with information.
- We need to work with teachers on PP as they see 30 individuals. They must know the rationale behind PP and the effect of disadvantage on life chances.
- We need to think about disadvantaged children in coaching.
- Expenditure reports are vague and not evidenced.
- The strategy has total sums but they lack accuracy.

- Cookery and parental involvement needs to focus more on home learning and expectations. We do not utilise parent time in school to talk about maths or reading. The reading day was successful with a presentation on paired reading and 109 parents attending.

#### Areas to Develop

- Staff meetings should demonstrate why PP is a priority group with governor representation.
- Include the Business Manager more.
- Consider a 'core offer' which is used year on year with a small contingency.
- Use a new separate budget code.

#### Questions for Governors To Consider

What are governors' priorities for disadvantaged children? What is the role of pastoral expenditure? Should the board commission another external review of PP?

Robin will provide a further update on PP to governors in July.

AGENDA

#### Question from MD: How quickly can you deal with the current weaknesses?

Robin Hayes stated that some can be dealt with instantly and some will take longer to address; he would recommend commissioning a review in early September.

Governors discussed their PP priorities, which must result in closing of the gap and could include staffing, maths apparatus and staff training. They will discuss possible PP spending on staff at a future meeting.

AGENDA

Pastoral expenditure was discussed such as paying for trips. This may be difficult as some families may be just above the PP threshold but still struggling. At the moment parents who speak to PH may be supported monetarily by a few charities. The Headteacher believes it would be wrong to have one PP price and one non-PP price.

**Action A:** Set proposed figures for PP areas of spending.

AP, Robin  
H, Andrew  
C

*(Robin Hayes left the meeting at this point. Holly Cleveley entered the meeting.)*

### **3) Feedback on the Y4 Maths Trial**

Holly Cleveley and BB presented an update on the Y4 no sets maths trial which has been running since half-term. Claire Morse from the University of Winchester has provided coaching in Y3/Y4 for two teachers and staff meetings on maths pedagogy. She has also run INSET training for maths leaders.

BB, Holly and other staff members attended Five Big Ideas maths training. Holly is attending the five-day Teaching for Mastery course. Holly and BB are attending maths leaders network meetings.

The message from research presented at the Teaching for Mastery course is that setting is not effective, so a Y4 trial has been using whole-class teaching to teach fractions.

BB and Holly visited Northern Parade Junior School to see how they work without sets in maths. They observed maths lessons and toured the school. The children had the opportunity to develop their fluency, reasoning and problem-solving in lessons.

The staff were positive and had seen improvements in outcomes. However, BB and Holly believe that the system worked in this school as there were TAs in each class.

#### Question from PC: Do you have to simplify to teach whole-class maths?

The Deputy Headteacher noted that we do not have a homogenous group, some pupils

have severe SEN and some are really bright so it is an issue. A member of the SLT was teaching maths in each year group at Northern Parade which aids differentiation. Holly Cleveley explained that the idea is to teach a concept so well the able pupils can apply it to different concepts. Y4 staff are finding it a challenge to change their teaching style. At Northern Parade Junior the TAs were working with the lower ability children.

The mastery approach means that all pupils are taught the same concept but at an appropriate level for the children, eg: teachers might use larger numbers for more able children. Able children can also be role models. The pace seems slower as teachers ensure all children understand. It is about children seeing links between different areas of maths and believing that all children can be mathematically numerate.

#### Question from PC: Can you go back and recycle to reinforce learning?

Holly Cleveley replied that you keep drip-feeding the concept in different contexts and teachers make the links explicit. Teachers talk in sentences using precise mathematical terminology. The children explain the how and why of answers in full sentences so there is a dialogue.

We have used sets for a decade with good results but question whether children leave FJS with conceptual understanding and become mathematically dexterous with good 'number sense'. Some Y3 gaps come to us from the infant school.

Y4 children have been asked for their views on the lack of maths sets. Some said they liked it and it can help build a relationship with their teacher. A couple said it was annoying to go to different classes and some children might be sad if they were in a certain (lower) set. On the whole they really liked the whole-class teaching.

The teachers have also been asked for their views. Two teachers were more positive than the third, but all saw positive elements. They found it a challenge initially but it should get quicker over time. One said they would dread going back to sets.

The pros of no sets maths include:

- one plan per year group
- a reduction in teacher workload
- a better relationship with the class
- easier meetings with parents/greater knowledge of children
- no transition between classes
- no cap put on learning
- it is collaborative.

The cons of no sets maths include:

- staff are nervous about the change before an OFSTED inspection and are used to sets
- differentiation for SEN or able children
- absence of Teaching Assistants
- setting has got results previously
- setting allows teachers to play to their strengths
- it is a risk, particularly with the new curriculum.

#### Next Steps

Whole-class teaching will be trialled in Y3 maths in summer 2. The impact of the continuing trial in Y4 will be monitored. We also need to look at disadvantaged pupils in Y4 and see if most able children are being capped.

#### Question from PC: Are disruptive children more of a challenge in whole-class teaching?

The Deputy Headteacher replied that they present the same degree of challenge, although sets can give a teacher a break from a disruptive child.

JD noted that a teacher will know their own class so probably has more control in whole-class teaching. There could well be more disruptive children in one set anyway.

**Question from MD: Can you explain the reduction in teacher workload?**

The Deputy Headteacher reported that with sets, the year teachers would each plan their own lessons and resource them. In whole-class teaching all teachers plan together in one lesson plan.

*(Nikki Webb entered the meeting at this point.)*

**Question from MD: Surely one plan is not going to satisfy all the children?**

The Deputy Headteacher agreed that that is the crux of the issue. We believe there should be differentiation in the plan and teachers could tweak their own plan as well. Holly Cleveley noted that teachers are not planning alone, it is collaborative and they discuss how to cater for different needs. In the long-term it should reduce the work.

Staff understand the mastery approach much more clearly now. No conclusions about the no sets trial have been made yet; an update will be given to governors in July.

**Question from MD: Is it late to be doing this with OFSTED coming in the autumn?**

The Deputy Headteacher replied that we could discuss leaving it until after OFSTED. The Headteacher explained that the maths leaders can state we tried this approach and then decided to proceed in a particular way because of the evidence we collected.

**Question from MD: Will you compare setting with whole-class teaching results?**

Holly Cleveley confirmed that they will compare outcomes of similar children in Y5.

*(Holly Cleveley left the meeting at this point.)*

**4) Declarations of Interest**

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

**5) Minutes of the Last Meeting**

Minutes from 7 March 2017 were agreed and signed by the Chair.

**6) Matters Arising – Including Action Points**

All action points from 7 March complete except the following:

**Action B:** Review the curriculum after SATs (8 May).

**Action C:** Review pupil progress and achievement.

**Action D:** Scrutinise PP projects (ongoing).

**Action E:** Consult with federation schools to look at saving money (ongoing).

**Action F:** Visit to validate the maths trial – book look.

**Action G:** Look into improving Y2 to Y3 transition.

**Action H:** Ask pupils and teachers about the behaviour policy.

PC has emailed Tim Peake with no reply as yet. ST wrote to Oasis Academy with no reply. Only one visitor will be invited per meeting in future due to time constraints.

**7) Governor Support Work – Newport Educational**

The Chair emailed Glenda Lane for advice regarding the possible support plan from Newport. Glenda passed it back to Phil Hand who has not yet replied.

**Action I:** Chase Phil Hand's response regarding governor support work.

**8) Reports From Governor Visits**

Triangulation

AGENDA

JD/PC/MD  
PC  
Robin H  
Andrew C  
PC  
BB  
TBC

ST

PC attended a triangulation meeting with all senior leaders which was robust and involved many positives and a few negatives. This is where teachers' grades are decided for the term based on factors such as data, learning walks, lesson observations etc.

#### Coaching

ST reviewed coaching with BB, attending a coaching meeting and then discussing what is working. Coaching is currently not structured enough. More teacher-led coaching where teachers ask for support themselves would be preferable. They also talked about peer coaching and team teaching.

Some staff being coached still feel like it is an observation; trust needs building. JD noted if a teacher asks for help that helps the relationship. A lot more work is taking place in Y6. We want a culture of coaching.

**Action J:** Meet BB again about coaching (after SATs). Ask teachers what they want from coaching.

ST

JD said there have been positive changes in coaching and she has benefited from it. Coaching does take up a lot of time and resources.

#### Staff Safeguarding Training Records

AP visited to examine the recording of safeguarding training and disclosure and barring service (DBS) certificates. Training certificates are kept in the Headteacher's office. A master record of training certificates and their expiry dates has been produced.

**Action K:** Check, file and regularly review staff training master record.

PH

#### Behaviour Policy

AP visited to assess current monitoring of behaviour and discuss the new behaviour policy. AP examined the office paperwork on behaviour, including records of incidents in each class. BB collates the incident data each fortnight and performs an analysis by date, name, pupil type and brief description.

AP was concerned that it is currently difficult to see if problems are from one year group, related to equality etc as manual processing is needed. AP suggested using a database to consolidate data and highlight trends.

**Action L:** Discuss consolidating behaviour data with Arbor.

BB

There is a particular concern with behaviour in Y4. AP and BB visited every class in the school. Y4 now have a daily strike chart, an A3-size poster with each minor incident recorded with the pupils' name and the charts kept. Behaviour has not yet improved since the charts were introduced.

AP recommended that all teachers judge what constitutes low/medium/high level behaviours and discuss these degrees with the children; this has taken place.

**Action M:** Amend incident forms to show levels of behaviour.

**Action N:** Monitor the Y4 poster system and implement elsewhere if necessary.

**Action O:** Monitor staff records to ensure all attend behaviour training.

**Action P:** Give behaviour policy to temporary employees.

BB

PH

PH

PH

**Question from PC: Are there concerns about displaying the charts as one child might try to be the naughtiest?**

The Deputy Headteacher stated that herself and the Head go round each day to celebrate the good children. A lot of the behaviour is low level, eg: shouting out or not sitting properly. Some Y4 PE lessons are being stopped.

The Headteacher said that we have various charts in place for individuals.

AP saw background chatter on her visit but children were sitting down. She interviewed two pupils from Y4 and two from Y5 who said they were confident that incidents would be followed up. She attended the 28 March staff meeting where staff debated low/medium/high behaviour categories.

BB is working on a table of examples of each level of behaviour which will then be explained to the children. Consequences must be progressive and stuck to and sanctions described on the table. The table will be sent to parents along with the behaviour policy.

**Action Q:** Meet SLT about the levels of behaviour table and share it with children and governors.

BB

**Action R:** Ask children if they understand the levels of behaviour table.

NW/MD/ST

### 9) Safeguarding and CPOMS

The Headteacher and Vice Chair completed the safeguarding self-evaluation tool. Items rated amber ("action required within the term") were the fact that the safeguarding policy does not currently cover the use of taxis/how to notify the LA of the removal of a child from roll. These will be added to the policy.

Also amber was "are governors aware of parental views about safeguarding". All other items are rated green with evidence listed and no action required.

**Action S:** Send a questionnaire to parents on safeguarding.

ST/NW

All governors and staff have signed disqualification by association letters and read part one and annexe A of Keeping Children Safe in Education. The Headteacher and Vice Chair also completed a prevent duty audit which is on Google Drive.

### 10) Response to the Regional Schools Commissioner

The Headteacher and Chair responded to the letter received from the RSC. They also met with other schools visited by the RSC.

The RSC has asked the board to consider academisation and whether Glyn Whiteford could attend a governor meeting to discuss this. Becoming an academy might help with resourcing and support for governors but is not required in terms of the school's performance.

It was noted that the governance improvements needed were highlighted clearly during the recent HMI visit and governors have acted quickly in many areas; these improvements need time to show an impact.

#### Question from MD: Do we need external advice?

The Headteacher replied that Mandy Gard will offer advice to the board on 14 June.

**Action T:** Write to the RSC to say the board will assess governor progress on 14 June before deciding on academisation.

ST

### 11) Update on the Marking and Feedback Policy

The first draft of the marking and feedback policy has not yet been shared with staff. Staff have visited another school to see their books and looked at all marking policies across the federation. The policy will be reviewed at the next meeting.

AGENDA

### 12) AOB

**12.1** A possible OFSTED question is: can governors name teachers and when did you last speak to them? Can teachers name governors and when did you last speak to

them? The noticeboard naming governors and their roles is now up.

**12.2** The Headteacher and Chair discussed the content of future Headteacher's reports and altered the format accordingly. The latest report is on the Drive and has been written to the headings requested including safeguarding, attendance and pupil progress. Please read the Headteacher's report and bring questions to the next meeting.

AGENDA

All mid-year appraisal reviews of teachers and leaders have been completed. 360 degree feedback forms have been completed including one for the Head.

An evaluation of the school improvement plan (SIP) will be in every Headteacher's report. SIP milestones have been RAG-rated. There have been improvements in the quality of teaching.

A questionnaire asked children about their experience of maths in each year group. We need to undertake further moderation across the federation. Behaviour incidents have been above our target but lower than this time last year.

**12.3** One parent has volunteered to be a governor.

**12.4 Action U:** Complete a health and safety walk with Andrew Clark.

MD

**12.5** Wednesday 5 July is the Y2 parents' meeting from 6pm.

### **13) Confirmation of Action Points and Deadlines**

Action points were confirmed.

### **14) Time and Date of Next Meeting**

The next whole governing body meeting will be on Tuesday 2 May 2017 at 4.00pm.

*The meeting closed at 6.30pm.*



**ACTION POINTS FROM 7 MARCH 2017**

	<b>Action To Be Completed</b>	<b>By Whom</b>	<b>By When</b>	<b>Complete?</b>
<b>A</b>	Send the coaching plan and dates to ST/NW.	BB	4 April	✓
<b>B</b>	Invite Tim Peake to speak at the school.	PC	4 April	✓
<b>C</b>	Review coaching.	ST	4 April	✓
<b>D</b>	Review the curriculum.	JD	4 April	X
<b>E</b>	Review pupil progress and achievement.	PC	4 April	X
<b>F</b>	Review the behaviour policy.	AP	4 April	✓
<b>G</b>	Explore the use of a separate cost centre for PP funding.	Andrew Clark	4 April	✓
<b>H</b>	Quantify outcomes in the PP impact report and present it to governors.	Robin Hayes	4 April	✓
<b>I</b>	Scrutinise PP projects to see if any should be discarded, decreased or enlarged.	Robin Hayes	4 April	<b>Ongoing</b>
<b>J</b>	Consider consulting with federation schools to share resources.	Andrew Clark	4 April	<b>Ongoing</b>
<b>K</b>	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	✓
<b>L</b>	Report to governors on safeguarding issues from CPOMS in the second half of each term.	PH	Ongoing	✓
<b>M</b>	Discuss the Headteacher's report and what it should include; ask governors for their views.	ST/PH	4 April	✓
<b>N</b>	Feed back the results of the Y4 maths trial on 4 April.	Holly C./ BB	4 April	✓
<b>O</b>	Governors to visit FJS to validate the maths trial feedback by talking to pupils and teachers and reviewing progress in books.	TBC	TBC	X
<b>P</b>	Email the governor training spreadsheet to all governors.	Clerk	4 April	✓
<b>Q</b>	Write to Oasis Academy to alert them to parental complaints about some pupils' behaviour.	ST	4 April	✓
<b>R</b>	Ask pupils and teachers about the behaviour policy after it has been introduced to the school.	TBC	TBC	X
<b>S</b>	Change signage to reflect the new behaviour policy.	PH	TBC	✓
<b>T</b>	Edit the behaviour policy to indicate staff can use their discretion for individual children; email the edited policy to all governors.	PH	4 April	✓
<b>U</b>	Revise the marking policy and ask pupils for their views on marking.	BB	4 April	✓
<b>V</b>	Email the safeguarding self-evaluation to NW and ask her to complete it.	Clerk/NW	4 April	✓
<b>W</b>	Forward the Newport proposal to Glenda Lane to see what she recommends.	ST	4 April	✓
<b>X</b>	Look into improving Y2 to Y3 transition.	BB	4 April	X

<b>ACTION POINTS FROM 4 APRIL 2017</b>				
	<b>Action to be completed</b>	<b>By whom</b>	<b>By when</b>	<b>Complete?</b>
<b>A</b>	Set proposed figures for PP areas of spending.	AP/Robin H/Andrew C	2 May	
<b>B</b>	Review the curriculum after SATs (w/b 8 May).	JD/PC/MD	After SATs	
<b>C</b>	Review pupil progress and achievement.	PC	2 May	
<b>D</b>	Scrutinise PP projects.	RH	2 May	
<b>E</b>	Consult with federation schools to look at saving money.	Andrew C	2 May	
<b>F</b>	Visit to validate the maths trial – book look.	PC	2 May	
<b>G</b>	Look into improving Y2 to Y3 transition.	BB	2 May	
<b>H</b>	Ask pupils and teachers about the behaviour policy.	TBC	TBC	
<b>I</b>	Chase Phil Hand's response regarding governor support work.	ST	2 May	
<b>J</b>	Meet BB again about coaching. Ask teachers what they want from coaching.	ST	After SATs	
<b>K</b>	Check, file and regularly review staff training master record.	PH	2 May	
<b>L</b>	Discuss consolidating behaviour data with Arbor.	BB	2 May	
<b>M</b>	Amend incident forms to show levels of behaviour.	BB	2 May	
<b>N</b>	Monitor the Y4 poster system and implement elsewhere if necessary.	PH	2 May	
<b>O</b>	Monitor staff records to ensure all attend behaviour training.	PH	2 May	
<b>P</b>	Give behaviour policy to temporary employees.	PH	2 May	
<b>Q</b>	Meet SLT about the levels of behaviour table and share it with children and governors.	BB	2 May	
<b>R</b>	Ask children if they understand the levels of behaviour table.	NW/MD/ST	Early June	
<b>S</b>	Send a questionnaire to parents on safeguarding.	ST/NW	W/b 8 May	
<b>T</b>	Write to the RSC to say the board will assess governor progress on 14 June before deciding on academisation.	ST	2 May	
<b>U</b>	Complete a health and safety walk with Andrew Clark.	MD	2 May	
<b>Agenda Items for Future Meetings</b>			<b>Date</b>	
	Update on pupil premium	Robin Hayes	4 July	
	PP staff spending proposal	Robin Hayes	2 May	
	Update on the Y4 no sets maths trial	BB	4 July	
	Marking and feedback policy	BB	2 May	

	Questions on the Headteacher's report	All gobs	2 May	
	Safeguarding (standing item, to include CPOMS reports once a term)	PH	2 May and ongoing	