

## Governors of Fairisle Junior School

### Minutes of a Meeting of the Whole Governing Body Thursday 8 June 2017, 4.00pm

Governors present:

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

Associate members present:

Bev Bessey  
In attendance: Sophie Lee (Clerk)  
Robin Hayes (Assistant Headteacher)

#### 1) Apologies

Mike Dant, Nikki Webb. Justin Cook has been elected unopposed as a parent governor; he sent apologies for this meeting.

#### 2) Declarations of Interest

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

#### 3) Reports on SEND/Children Looked After

Robin Hayes presented two reports. He will attend the 4 July meeting to discuss the SEN information report/SEN policy, pupil premium strategy and pupil premium impact report.

##### Children Looked After (CLA)

There is one looked after child in school who has a long-term foster carer. He moved to us from Banister Primary as FJS is his local school. Looked after children are not usually placed in Requires Improvement schools but they are placed at FJS. The foster carer received strong recommendations for FJS from pupils living in the same road.

Immediate priorities for this child included improving handwriting and productivity, working towards Expected in all subjects and a purposeful relationship between the school and the foster carer. He was out of class frequently at his old school.

Progress in these areas has been strong due to the 1:1 work showing massive dividends, high expectations from all staff and quality teaching. Communication between school and the foster carer has improved and there has been a change in philosophy from the previous school.

He has received support from an in-school student social worker. The designated teacher has attended all LA updates and training. The personal education plans (PEPs) are up to date and a bullying issue has been dealt with firmly. He was nominated for and awarded an LA personal achievement award.

Next steps include looking at his books to establish where his gaps are and organising play dates with friends.

##### **Question from AP: Do we receive additional pupil premium money for this child?**

Robin Hayes confirmed that we do and it is costed on the PEP. There is just under £2k of expenditure on him, made up of the standard PP plus £600 additional funding. CLA are absolute number one priority children.

We can celebrate how well the school is doing with this child and how well FJS has worked with CLA children previously.

AGENDA

### SEND Report

There are 37 children (just under 10%) on the SEN register which is very low compared to national and local averages. One of the reasons it is low is that pupils come over with high results from the infant school.

There are 29 children on SEN support, two with statements of SEN and six with education and health care plans (EHCPs).

#### Question from ST: Are we comfortable we identify SEN accurately?

Robin Hayes and PH confirmed that they were.

#### Question from ST: Is there not a standard set of criteria?

Robin Hayes explained that there is not, although the LA are thinking of introducing one. The Code of Practice just says it must be a significant learning difficulty.

The Headteacher noted that at FJS it must mean a major need which is not coped with using quality first teaching, so they might need a 1:1 or have medical/physical needs.

#### Question from AP: Do we receive extra funding for SEN children?

The Headteacher reported that we do not. **There is, however, an amount in the budget that is based on prior attainment which is nominally used for SEN support. For our school it is £94,800.37.**

For SEN support pupils the emphasis is on equipping class teachers to meet the needs of pupils through quality first teaching, with limited withdrawal of children for specific interventions.

Pupils with statements or EHCPs have 1:1s so we currently employ eight 1:1s. All statements are due to be converted to EHCPs by April 2018. We will make two EHCP applications by the end of this academic year and parents have requested that two more are submitted; one of these will probably be submitted but one may not be appropriate.

SENCO Robin Hayes has not yet had a meeting with the governors responsible for SEN.

**Action A:** Meet the SENCO regarding SEN.

NW/PC

When a pupil is identified as having SEN the teacher writes a learning plan and a pupil passport. Progress of SEN children has been generally good and it is best when bespoke needs are carefully considered.

Interventions in reading take place, with children tested using the Salford screening. However, the phonics intervention used is rather 'one size fits all' and we need an alternative, particularly for lower ability readers. Robin Hayes wishes to use Fischer Family Trust Training which is costly at £650 per day over five days. It may be possible to run a group training session in the autumn at £350 for the whole course. Alternatively we could try to share the daily rate as a federation.

There have been considerable assessment changes at national level. There is no separate SEND budget. Staff development for 2016/17 has covered topics including ADHD, autism, precision teaching, spelling, whole school behaviour and a SENCO conference.

The SENCO has adequate time and resources. We have a limited number of teaching assistants who are used well, with the English and maths appointments particularly positive. Work with external agencies continues.

Governors thanked Robin for his reports.

*(Robin Hayes and Jess Donovan left the meeting at this point. Phil Chapman joined the meeting.)*

#### **4) Attendance**

Attendance figures had been uploaded to Google Drive for the first half of summer 1, with figures shown for the same period last year as a comparison.

**Question from AP: Attendance of PP children in Y3/Y4 is down considerably, Y5 is the same and Y6 is better; why is this?**

The Headteacher stressed that these are different children so rates may vary. We have been more insistent on the 48-hour sickness rule on bugs. The Wessex Healthier Together app is used by parents to guide them on whether ill children should go to school or not. Also in 2015/16 there were only two PP children in Y3 and Y4 who went on holiday (16 sessions in total). This year, 10 children have taken holidays at 119 sessions total.

**Question from AP: Attendance of SEND pupils has improved 0.5%, why is this?**

The Headteacher explained that this is due to the cohort profile.

**Question from AP: Attendance of boys is down, particularly in Y3/4, why is that?**

The Headteacher replied that they have looked at boys in these years and there is no child where nothing has been done. There have been five Education Welfare Officer referrals this year, up from two last year.

Governors were shown a SIMs printout detailing all parental contacts about attendance to one parent, including all letters sent and doctor's notes requested (notes are not requested unless there is poor attendance). Parents often fail to come to attendance meetings about their child.

**Question from PC: Is it the case that if a child is sick they are asked to stay off for two days but don't need a doctor's note, but persistent absentees need a note?**

The Headteacher stated that if a child's attendance falls under 90% they are PA and we involve the school nurse. A child must stay off 48 hours for vomiting or diarrhoea but don't need a note.

Last year there were 139 unauthorised absence sessions and one fixed penalty notice issued in summer 1. This year there have been 238 unauthorised absence sessions and 13 penalty notices. This is due to the Platt court case.

We hold a weekly raffle for a full week's attendance and an annual raffle. Total lates are counted each week and there are pencil rewards. Attendance at this school is very good and children enjoy coming to school.

**Question from ST: Do we pay a truancy officer as a federation?**

The Headteacher explained that Federation Attendance and Welfare Lead Leah Hunt has moved on. Attendance across the federation is better and schools meet as a federation on attendance.

**Question from PC: If you go out and knock on parents' doors is this recorded?**

The Headteacher confirmed that he and the Deputy Head have done this and it is recorded.

**Question from AP: Why the large increase in termtime holidays and what action has been taken to address it?**

The Headteacher highlighted that more penalty notices have been issued (11 in 2016/17) plus LA warning letters (2 letters) with two more letters going through that

should go to court.

**Question from AP: The increase in fixed penalty notices has exploded – please explain and state remedial action?**

The Headteacher replied that this is due to the Platt court case.

**Question from PC: Can we inform parents that Platt lost his case?**

The Headteacher replied that it could go in the newsletter. The £60 per parent per pupil penalty is also a message to parents.

**Question from AP: There was a large shift from rates of 96% or above to 90-96%, can you give more information?**

The Headteacher responded that this year, 61.7% of pupils had attendance rates of 96% or above, down from 67.6% in 2015/16. Children with rates of 90-96% were at 18.6% in 2015/16, up to 25% this year. Persistent absentees were 13.8% last year with 13.3% this year. The number of holiday sessions taken this year is 25% up and these make a massive difference. Illness sessions are down from nearly 2500 last year to 2100 this year.

**Question from PC: Will the 48-hour rule affect the rates if it's gone up from 24 hours?**

The Headteacher agreed that it will, but there have still been less illness absences this year compared to last year.

The Deputy Headteacher noted that if bugs are not spread that can actually increase attendance.

AP attended safeguarding training on 7 June and shared a checklist for the single central register check. The Headteacher checks the SCR monthly and it is on the SLT agenda each week. A safeguarding 'focus of visit' form should be filled in each time a governor visits.

*(AP left the meeting at this point; the remainder of the meeting was inquorate.)*

#### **4) Minutes of the Last Meeting**

Minutes from 2 May 2017 were agreed and signed by the Chair.

#### **5) Matters Arising – Including Action Points**

All action points from 2 May complete except the following:

**Action B:** Find out what federation schools charge for hirings.

**Action C:** Discuss PP spending including staff and academic versus pastoral.

**Action D:** Review the curriculum after SATs.

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

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

**Action G:** Arrange for ST to attend another coaching meeting.

**Action H:** Contact alternative data provider about behaviour data and adding low/medium/high.

**Action I:** Share the levels of behaviour table with children and governors.

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

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

**Action L:** Write a report on his reading visit. (It was noted that MD had read with some of our weaker readers and this is why he encountered poor reading skills.)

**Action M:** Two governors to undertake the Head's mid-year review.

**Action N:** Moderate with the infant school.

Andrew C  
AP/Robin  
JD/MD/PC  
Andrew C  
TBC  
ST/BB

BB  
BB  
TBC  
ST/NW  
MD

ST/PC  
TBC

#### **6) Peer Review**

On 22 May a peer review looked at the impact of leadership and governance in school improvement. Reviewers looked for evidence that the school is moving to Good and has

addressed the issues raised in the 2015 OFSTED inspection. They also looked at how years leaders have developed. Their report is on the Drive.

#### Maths Leadership

Reviewers found that maths leaders were highly reflective with an in-depth view of the school. CPD is a real strength leading to better subject knowledge. Coaching and mentoring is a strength. Interviewing teachers to see what they need is a positive feature; staff could consider interviewing children also. Professional dialogue is very strong.

There is a maths focus in classrooms but this was not reflected right across the school in areas such as displays and this is being addressed. There is a real platform for pupils to develop resilience and challenge. Pupils love learning and support each other.

#### Learning Walks

Reviewers conducted a learning walk in each year group and overall it was really positive. In Y6 maths resources were being used to help children make progress. Practical apparatus must be targeted to the needs of individuals.

In Y5 there was a strong emphasis on communicating learning. In Anna's group of eight children there was not a real buzz in the room as children did not have an opportunity to communicate with each other and work together.

In Y4 there was a consistent use of models of use of apparatus. There was a slight variance in teacher confidence in Y4. In Y3 reviewers were impressed with the use of hundreds/tens/ones tokens to divide.

#### Question from PC: Could you reserve 10 minutes at the end of a lesson to play a learning game in the group of eight children?

The Headteacher responded that yes, that type of activity is very important and there are times the children do work together.

#### Work Scrutiny

In the work scrutiny there were no gaps in Y4 or Y6 between disadvantaged and non-disadvantaged and boys versus girls. Books were really well-presented and productivity was good.

In Y6 it was clear that pre-assessments were used well, although this was not so easy to see in Y4. At the top of the school children were working harder than the teachers.

#### Year Leadership

Reviewers praised the clarity of the year leaders. Leaders are rigorous and supported by the SLT. Leaders were well-prepared with good evidence and performed very well.

#### Pupil Premium Strategy

Reviewers found evidence of gaps closing. They discussed PP with Robin Hayes and asked if we had case studies to show results. There is still a gap in Greater Depth between non-disadvantaged and disadvantaged children.

#### Impact of External Support

External support has had a positive impact on peer planning, team teaching, reviewing and promoting. As a result of the support they could see a clear impact on the development of the concrete/abstract/pictorial approach. Teachers have acted on CPD and it is making a difference in classes.

#### Question from ST: What are the next steps?

The Headteacher stated that Holly Cleveley is putting together CPD opportunities to

take this further.

On 19 June PH will take part in a peer review at Mason Moor Primary. We have applied for two teachers to go on the Solent Hub training.

Feedback on the actions stemming from the peer review will be given on 4 July.

AGENDA

### **7) Y4 Behaviour Posters**

Governors were shown two weekly strike charts from Y4 classes. When children reach 10 strikes they start losing PE time and sit with the Deputy Head. Many children are on zero strikes and the number of children reaching 10 strikes has gone down considerably.

#### **Question from PC: What are you picking up on as poor behaviour?**

The Deputy Head stated that everything is being picked up on, including swinging on chairs, rolling eyes or sighing.

Pupils with a high number of strikes have individual behaviour charts. Out of 88 children, nine have reached 10 or more strikes. Well-behaved children receive verbal praise. The Y4 classes will be split next year.

#### **Question from PC: What is the problem in Y4?**

The Deputy Head explained that this year group had been an issue since Y3 and there are some children who need separating so they will be split next year.

The posters are having a positive effect. One governor noted predominantly good behaviour on his visits with some more challenging behaviour at lunchtimes recently; PH noted this was mostly children who did not start with us and was usually in Y4 or Y6.

Two children with many strikes are newer to FJS. For one child we have written to the parent following two internal exclusions; the next step would be an external exclusion if necessary.

### **8) Reports From Governor Visits**

Governor visit reports are on Google Drive.

#### Maths Questioning (15 May)

PC visited Y3/4/5 to look at maths questioning and found pupils struggling with an emphasis on the drawing rather than what they were trying to work out. He thought concrete methods would have made it easier and drawings were very intricate which distracted from the point. The Deputy Head noted that the concrete/pictorial/abstract approach is not embedded yet and this was apparent.

More work on times tables is also needed and this will be addressed with a new project. Some children were nervous as they thought they were being tested; PC suggested that a jar of sweets could be placed on the table.

#### **Question from ST: What will happen now?**

The Deputy Head explained that a new project in Y4 will focus on PP children (higher or lower attainers) and come up with a test. Games and resources will be made and a parents' meeting held to train parents in their use. There will be a trial until the end of term with pupils doing times tables at home and at school. The test would then measure whether they have improved. This idea came out of the peer review, PC's visit and the Getting to Good programme.

#### SATs Week (8-12 May)

PC, ST, NW and AP all visited during SATs week. PC visited on 9 May and found additional staff in place. He was impressed by the organisation and special

arrangements. Staff were wishing the children luck and helped to remove stress. Play sessions were held in the afternoon.

ST visited on 8 May, NW on 10 May and AP on 11 May.

Schools Finance Briefing (4 May)  
AP and PH attended this briefing.

Pupil Premium Plan (23 May)  
AP checked the progress of the PP plan with Robin Hayes.

Governor Support (24 May)  
ST met with Glenda Lane who will now offer us governor support instead of Phil Hand. Glenda apologised for the delay in confirming the support governors would receive and her responsibility within that. She will attend the 4 July meeting to observe, suggest questions governors could ask and give guidance on conducting useful school visits.

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Glenda stated that work done so far by governors is good and the board is making progress, with all school visits appropriate to the school improvement plan.

**Action O:** Email governors to ask what support they wish to receive from Glenda Lane.

Clerk

### **9) Y2 Transition**

The Y2 transition schedule was shared.

14 June: Y2 and Y3 teachers meet informally.  
Weeks beginning 19 and 26 June: observe Y2 in their own environment.  
27 June: sport afternoon for Y2/Y3.  
5 July: city transition morning.  
6 July: 'get to know you' meeting with Y4/Y5 children.  
14 July: a new transition morning where Y2 pupils work with Y3 teachers.  
Date to be confirmed: Y2 and Y3 teachers to moderate Y2 books together.

**Question from PC: Can the Y2 books come over with the children?**

The Deputy Head confirmed that they will.

### **10) Rosy McVittie Work on Writing**

The very positive writing report from Rosy McVittie is on the Drive, plus an email to staff from literacy leaders following the visit which outlines the next steps. The report is very positive about the leadership of literacy.

### **11) Safeguarding and CPOMS**

Updated CPOMS figures are on the Drive. Since the last report to governors there have been 57 incidents logged (up from 45). It is mostly home incidents logged, with 27 incidents of home issues involving 18 pupils.

**Question from PC: What are you doing about home issues?**

The Headteacher replied that some are Children and Young Person (CYP) orders so police are involved. Some have a family engagement worker involved or are working with Tracey Rankin.

The Deputy Head noted that some incidents relate to child protection.

**Question from PC: Are these home issues getting worse?**

The Headteacher stated that yes, they are and there is much more police involvement than there was 10 years ago.

### **12) FJS Fire Risk Assessment**

The fire risk assessment is on the Drive. Textile dragons in the stairwell have now been removed. The fire exit in the staff room must be kept clear.

**Question from PC: Were there any concerns about furniture in corridors?**

The Headteacher stated that there were not.

Two items were rated amber – one fire extinguisher near the lift should be CO2 instead of water and confirmation was required that the five-yearly electrical test and inspection certificate is up to date (this was done in May half-term). No items were rated red.

This risk assessment lasts for two years and will be reviewed internally after 12 months. Construction of our new building for three classes will begin in July, to be completed by Easter 2018.

### **13) AOB**

**13.1** Governors are meeting Mandy Gard on 14 June.

**Action P:** Email teachers to say governors wish to see maths taking place with practical apparatus on 14 June.

**Action Q:** Produce a list of all governor visits, highlighting safeguarding visits.

**Action R:** Evaluate the governor plan produced with Mandy Gard.

PH  
Clerk  
ST

**13.2** A teacher workload audit and a coaching overview are on the Drive.

**13.3** INSET days have been set for Friday 1 September, Monday 30 October, Monday 19 February, Friday 22 June and Monday 25 June.

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

Action points were confirmed.

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

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

*The meeting closed at 6.20pm.*



<b>ACTION POINTS FROM 8 JUNE 2017</b>			
	<b>Action to be completed</b>	<b>By whom</b>	<b>By when</b>
<b>A</b>	Meet the SENCO regarding SEN.	NW/PC	4 July
<b>B</b>	Find out what federation schools charge for hirings.	Andrew C	4 July
<b>C</b>	Discuss PP spending including staff and academic versus pastoral.	AP/Robin H	4 July
<b>D</b>	Review the curriculum after SATs.	JD/MD/PC	12 June
<b>E</b>	Consult with federation schools to look at saving money.	Andrew C	Ongoing
<b>F</b>	Ask pupils and teachers about the behaviour policy.	TBC	4 July
<b>G</b>	Arrange for ST to attend another coaching meeting.	ST/BB	4 July
<b>H</b>	Contact alternative data provider about behaviour data and adding low/medium/high.	BB	4 July
<b>I</b>	Share the levels of behaviour table with children and governors.	TBC	Ongoing
<b>J</b>	Ask children if they understand the levels of behaviour table.	TBC	4 July
<b>K</b>	Send a questionnaire to parents on safeguarding.	ST/NW	4 July
<b>L</b>	Write a report on his reading visit.	MD	4 July
<b>M</b>	Two governors to undertake the Head's mid-year review.	ST/PC	14 June
<b>N</b>	Moderate with the infant school.	BB	4 July
<b>O</b>	Email governors to ask what support they wish to receive from Glenda Lane.	Clerk	ASAP
<b>P</b>	Email teachers to say governors wish to see maths taking place with practical apparatus on 14 June.	PH	ASAP
<b>Q</b>	Produce a list of all governor visits, including safeguarding visits.	Clerk	ASAP
<b>R</b>	Evaluate the governor plan produced with Mandy Gard.	ST	4 July
<b>Agenda Items for Future Meetings</b>			<b>Date</b>
	SEN information report/SEN policy, pupil premium strategy and pupil premium impact report	Robin Hayes	4 July
	Feedback on actions following peer review	PH	4 July
	Update on the Y4 no sets maths trial	BB	4 July
	Glenda Lane to attend and offer support		4 July
	Safeguarding (standing item, to include CPOMS reports once a term)	PH	4 July and ongoing