

## Governors of Fairisle Junior School

### Minutes of a Meeting of the Whole Governing Body Tuesday 10 October 2017, 4.00pm

Governors present:

1. Steph Thurston (Chair)
2. Peter Howard (Headteacher)
3. Nikki Webb
4. Alison Powell

Associate members present:

Bev Bessey

In attendance:

Glenda Lane (LA Governance and Leadership Adviser)  
Andrew Clark (Business Manager)  
Sophie Lee (Clerk)

#### 1) Apologies

Phil Chapman, Mike Dant, Justin Cook, Jess Planter-Dixon.

#### 2) Declarations of Interest

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

#### 3) Minutes of the Last Meeting

Minutes from 12 September 2017 were agreed and signed by the Chair.

#### 4) Matters Arising – Including Action Points

ST and NW completed safer recruitment training. Glenda Lane advises keeping the slow budget enquiry with Jo Cassey; Andrew Clark suggests contacting Alan Denford if there continues to be no reply.

ST has drawn up a governor visit timetable; please notify the clerk of your visit dates. The English leader will address governors on 7 November and the maths leader on 5 December.

All action points from 12 September are complete except those listed below.

**Action A:** Chase Jo Cassey about slow budget updates.

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

**Action C:** Chase the information on federation hire charges.

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

**Action E:** Look at no sets maths.

#### 5) Spending Plan for the Surplus

*(Andrew Clark joined the meeting at this point.)*

We had previously been told that the extension was cancelled. However, in the summer term Jo Cassey informed us that a decision on the extension had not been made and visited PH.

In that meeting they discussed issues such as future pupil numbers and the cost of building maintenance. If our published admission number (PAN) went up to 120 FJS would have to take all pupils from all sources.

Last week Colin Floyd and Paul Atkins (Interim Capital Projects Manager) visited for a discussion. There are 105 pupils in next year's Y3 and 95 came into Y3 this September, with the promise that the number would be managed down to 90. We cannot put 105 children into three classes as the rooms are not big enough.

AGENDA

AP  
NW/PC  
Andrew C  
BB/ST  
ST/JC/MD/  
PC

The most likely solution is to build an extension containing two classrooms rather than the originally planned four. This would need to go right back through to the start of planning but the funding is there. Extra toilets would also be needed.

The building could be single or two-storey; PH favours a two-storey version with one class on each level, toilets downstairs and a smaller footprint. This would fit in with the other buildings. It would not be complete before the September 2018 children arrived but could possibly be ready by January 2019; this would leave one term with a lack of classroom space.

**Question from ST: Why build only two classrooms? What is the future planning?**

The Headteacher reported that the LA do not think every year group will need an extra room as one year group is smaller than the other two, although all are over 90 pupils. Either Y1 or YR will not need a fourth classroom. Logistically, year groups may need to move around the school each year.

**Question from ST: Is it not a risk to get to that point?**

The Headteacher replied that Kevin Verdon works on the premise that 1,000 homes produce one class of children in a year group, although Paul Atkins said that was not his understanding. New builds at Oaklands and the old community centre will be family homes.

**Question from ST: I am concerned about doing all the playground work around a two-class extension – what if we need two more classes in the near future?**

The Headteacher suggested that we ask Paul Atkins to assure the governing body of the long-term figures and delay the playground spending until plans have been agreed. If the LA wanted the underspend back we would state that if they had built the extension as agreed it would have been spent.

**Question from AP: What is the price difference between the two/four-class extensions?**

The Headteacher stated that the four-classroom extension would cost £1.3 million but no price has been given for the two-class version and it is not yet at the design stage.

**Question from AP: Are there extra costs to us at the planning stage?**

The Headteacher reported that those costs are all covered in the money already put aside – we will not pay apart from a standard £30k contribution.

**Action F:** Invite Paul Atkins/Colin Floyd to present a plan about the long-term viability of the extension to governors.

PH

All the proposed spending for the surplus is dependent on the new build. Andrew Clark recommends that governors do not make a decision on the surplus spending without answers from the LA on the extension.

The budget software remains very slow to update; a budget report printed today shows only one month of employee salaries. Glenda Lane will mention this to Jo Cassey. Other schools have had to buy additional budgeting software but we are not in a position to do this and should not have to as we pay for the service level agreement.

*(Andrew Clark left the meeting at this point.)*

**6) Governor Support Work With Mandy Gard/Glenda Lane**

There has been an improvement in governance at FJS and Glenda Lane has asked our board to support another city school who are on a similar journey. The Chair and Headteacher will speak to the other board on 18 October. Glenda Lane thanked governors for their help with this and said she would not have asked governors to do

this if she was not confident in the FJS governing body.

The Headteacher of the city school has asked if his Y6 year leader could meet Abi Saunders to discuss our Y6 results and look at books.

School Improvement Officer Mandy Gard visited today and met governors. She commented on the outward-looking nature of our school in regards to partnerships.

## 7) Reports From Governor Visits

### Teaching and Learning, 4 October

ST shadowed two lesson observations done by PH, BB and Robin Hayes. Paperwork was very good with OFSTED criteria shown. SLT observe in pairs to validate each other's judgements. Book looks were completed during the observations and these were also very good with some feedback for one teacher.

**Question from ST: How do SLT revisit the teachers and do their targets change to reflect what was seen?**

The Deputy Head explained that they saw one lesson they were not happy with so they offered the teacher another observation. They also revisit through coaching and mentoring and can show this to ST in a coaching meeting. (ST saw a lesson from this particular teacher today and it had changed completely.)

The Headteacher reported that targets are followed up in the next lesson observation and shown at the top of the evidence form. Targets evolve.

**Action G:** See how lesson observations are revisited and view coaching notes with BB.

ST

**Question from ST: Are teachers involved in their own target setting and given the opportunity to ask for support to aid their development?**

The Deputy Head explained that teachers are involved in target setting for coaching and mentoring. For lesson observations, targets usually come from the observers. Targets do evolve into coaching as well.

**Question from ST: If there is something a teacher is struggling with do they ask you to review whether they are improving at it? Can you show what the teacher asks you to look at?**

The Deputy Head confirmed that they could. When staff go through the observation with teachers they are usually reflective and may want to add things to the target. The Headteacher said that feedback is a two-way process with teacher input included.

**Question from ST: How do you show a teacher target on the paperwork?**

The Deputy Head noted that they do need to show that in future and she will show examples during ST's next visit.

The Headteacher noted that currently you could not see on the paperwork if a target came from the SLT or a teacher. In performance management paperwork there is a target negotiated by the teacher and appraiser. "TT" on the paperwork could mean "teacher target".

### Behaviour for Learning, 27 September

NW and PC visited Y5 and PE in Y3 and sat with a small group of children who were talkative and honest. All children knew the Respect, Ready, Safe rule and it was visible everywhere around the school.

The majority of behaviour was good and children were focused. There were different levels of noise in different age groups but minimal disruptive behaviour which was quickly dealt with.

NW and PC thought that a more commanding position would be beneficial for Y5 teachers and teaching assistants. The issue of 'engaging' was raised as part of performance management with one staff member and as a result NW saw today that she had moved to a much better position.

Eight or nine children were asked 17 questions about behaviour, including "Who deals with bad behaviour around the school?" Their answer was the Deputy Head.

**Question from ST: Are you worried that children have not said "all teachers"?**

The Deputy Head stated that she is in charge of behaviour and visible. Staff must fill in their own behaviour forms now and take more ownership. It does worry her but it could improve. In Y3/4/6 other staff names came up in this questionnaire.

**Action H:** Repeat the behaviour questionnaire in six months.

**Action I:** Write a follow-up report on observations from 10 October.

NW/PC  
NW

**Question from NW/PC: What can teaching staff and governors do to improve the pupils' behaviour and performance? What can be introduced to help facilitate this?**

The Deputy Head replied that more consistency is needed as well as ownership among all the staff but progress is being made. We are getting parents in when strikes are going up. A behaviour walk is coming up. Staff may need to choose more carefully when they fill in the observed behaviour on the behaviour sheets.

**Question from ST: Will this link to the work we have asked you to do on rewards?**

The Deputy Head said that this would come in January as they need to embed this part first. Shirley Payne is now recording rewards in SIMs.

**Action J:** Look at rewards in January.

All gobs

## **8) Safeguarding**

A report shows 84 safeguarding incidents for 31 pupils from 11 September to 8 October. Home issues involved the highest number of pupils (16). One children and young people's report (CYP) was received.

A new report called a public protection notice (PPN1) is being issued by police as part of Operation Encompass. It is sent to schools directly to make them aware of domestic violence as soon as it happens. We have received some PPN1s in error (for the infant school/Oasis Academy) and have reported these data breaches.

**Question from AP: If several children are involved would all the relevant schools receive the PPN1?**

The Headteacher confirmed that they would, but in the above instances FJS did not have any children in our school from the family currently so reports should not have come to us. You can see which schools have received the report.

Pastoral care concerns involved the second highest number of pupils (13). Seven pupils were involved in 29 child protection incidents. We chart information very carefully for child protection issues and we may be asked for this information by police, the courts or another agency.

The police sent us a form asking to view all documents about a looked after child and a police officer will visit us to look at the documentation.

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

**Action K:** Update the complaints procedure regarding response timescales.

The wellbeing of staff is part of the Headteacher's performance management so governors need data on how many staff are impacted by these issues.

### 9) Teachers' Pay Policy

This is the LA model policy and no amendments have been made apart from inputting appropriate pay ranges. Governors approved the policy.

### 10) AOB

**10.1** A list of possible questions to ask subject leaders was distributed.

**Action L:** Email BB to say which questions for subject leaders you wish to use.

ST/NW/AP

**10.2 Action M:** Meet your linked subject leaders. AP will link with science.

All gov's

**10.3 Action N:** Ask staff about their wellbeing.

All gov's

**10.4** PH thanked governors for their time today meeting Mandy Gard and said that the meeting showed governance was moving in the right direction. Governors thanked Holly Cleveley and Robin Hayes for all their work addressing issues raised by OFSTED.

#### Question from ST: Do you think we should put a grading on the SEF?

Glenda Lane replied that personally she thinks you have to demonstrate the confidence in what you think you are through a judgement on the SEF and have the evidence to support it. As a Chair she would want a SEF.

**10.5 A confidential minute covers an item discussed at this point.**

**10.6** Glenda Lane stated that the governing body has progressed amazingly well and should keep up the questioning and challenge.

### 11) Time and Date of Next Meeting

The next whole governing body meeting is on Tuesday 7 November 2017 at 4pm.

*The meeting closed at 6pm.*

<b>ACTION POINTS FROM 10 OCTOBER 2017</b>			
	<b>Action to be completed</b>	<b>By whom</b>	<b>By when</b>
<b>A</b>	Chase Jo Cassey about slow budget updates.	AP	7 Nov
<b>B</b>	Meet the SENCO regarding SEN.	NW/PC	7 Nov
<b>C</b>	Chase the information on federation hire charges.	Andrew C	7 Nov
<b>D</b>	Arrange for ST to attend another coaching meeting.	ST/BB	7 Nov
<b>E</b>	Look at no sets maths.	ST/JC/MD/ PC	7 Nov
<b>F</b>	Invite Paul Atkins/Colin Floyd to present a plan about the long-term viability of the extension to governors.	PH	ASAP
<b>G</b>	See how lesson observations are revisited and view coaching notes with BB.	ST	7 Nov
<b>H</b>	Repeat the behaviour questionnaire in six months.	NW/PC	April 2018
<b>I</b>	Write a follow-up report on observations from 10 October.	NW	7 Nov
<b>J</b>	Look at rewards.	All gavs	January 2018
<b>K</b>	Update the complaints procedure regarding response timescales.	PH	7 Nov
<b>L</b>	Email BB to say which questions for subject leaders you wish to use.	ST/NW/AP	20 Oct
<b>M</b>	Meet your linked subject leaders.	All gavs	7 Nov
<b>N</b>	Ask staff about their wellbeing.	All gavs	7 Nov
<b>Agenda Items for Future Meetings</b>			<b>Date</b>
	English leader to address governors		7 Nov
	Maths leader to address governors		5 Dec
	Feedback on impact of revised behaviour form	BB	Jan 2018
	Safeguarding (standing item, to include CPOMS reports and safeguarding meeting summaries)	PH	Ongoing