

## Governors of Fairisle Junior School

### Minutes of a Meeting of the Whole Governing Body Tuesday 14 November 2017, 4.00pm

Governors present:

1. Steph Thurston (Chair)
2. Mike Dant
3. Nikki Webb
4. Alison Powell
5. Justin Cook

Associate members present:

Bev Bessey

In attendance:

Colin Floyd (Capital Assets Project Manager)  
Paul Atkins (Interim Capital Projects Manager)  
Rachael Woods and Catherine Janson (English Leaders)  
Andrew Clark (Business Manager)  
Sophie Lee (Clerk)

#### 1) Apologies

Peter Howard (Headteacher), Phil Chapman, 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) Budget Review

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

**3.1** Andrew Clark shared a live spend budget report with governors. AP has emailed Jo Cassey about the slowly updating budget system, with no response; the budget remains slow to update, although numbers in the live report provided are reasonably accurate. Andrew Clark has examined the budget with Gary Wooldridge to check we have enough funds in each code, which we do barring unforeseen circumstances.

Two teachers are on sick leave, one long-term until 1 January and one medium-term for two weeks; the latter teacher had worked four days per week. We can claim on insurance for the long-term leave only. It was noted that this was the second school year where we have had to use senior leaders to cover classes.

#### A confidential minute covers an item discussed here.

For the long-term sickness we can claim for all absent days at an average supply rate, even if the SLT are covering the class, so the leave should not cost too much. SLT providing cover is not sustainable longer-term but can be done until Christmas.

At the start of the financial year the surplus was £90k and is now £93,800. The maximum permitted carry forward is 8% of the total budget (equal to £101k) so we are close to the limit. We had been planning some work on the classrooms which was not done, so this money will be carried forward.

**Question from AP: Does that figure take into account additional supply cover needed?**

Andrew Clark confirmed that it does, although if staff are signed off for a longer period that will affect the finances.

Andrew Clark has asked federation schools what they charge for hirings with one reply. It was noted that we need to charge for hirings due to the budget constraints.

**Action A:** Find out the cost of federation school hirings.

Andrew C

A deficit budget is predicted for 2018/19 but this is an estimate. Spending has already been cut on academic resources, with one single purchase only at the beginning of the year. More than 80% of the budget is spent on staff costs.

**Question from AP: Is there scope to cut from resources, utility bills etc?**

Andrew Clark stated there is little scope when trying to match large sums of money.

Governors approved the revised budget.

**3.2** The LA wish to charge schools 12.5p per child for the provision of CLEAPSS, who provide health and safety risk assessments and science support. We were not consulted about this in advance.

**Action B:** Write a letter protesting the CLEAPSS charge and say the LA should pay.

Andrew C

*(Andrew Clark left the meeting. Rachael Woods and Catherine Janson entered.)*

#### **4) English Leaders Presentation**

English leaders Rachael Woods and Catherine Janson gave a presentation on their work since School Improvement Officer Mandy Gard's visit on 10 October. Mandy Gard advised that productivity in writing books needs to improve as there was a lack of work evident and the school was not showcasing all elements of the writing process.

*(Justin Cook entered the meeting.)*

As a result the English leaders have:

- worked more closely with other year groups, supporting in Y4 and Y6 with planning and the writing process
- led an INSET day on teaching grammar creatively within the writing process as a whole school; planning is becoming more consistent and the whole process is starting to be showcased in books; grammar is taught explicitly and also dripped into other areas of the writing process
- linked reading to writing with texts used in both and also for grammar
- talked about author intent
- supported Y4 quite heavily (both teachers on sick leave work in Y4) including taking on reading and writing planning.

**Question from AP: If you are using the same texts for reading and writing are you saving money?**

Rachael Woods said that probably very little is saved as resources for grammar are often from the internet and not bought.

**Question from ST: Have you done target setting as Mandy Gard said we were not being challenging enough in writing?**

Rachael Woods noted that Holly Cleveley and the Headteacher are being more aspirational with target setting. Targets have been changed or will be very soon.

Observations have almost been completed. BB has noticed improvements – for example a Y6 child could show BB the use of hyphens in planning, then in independent work and then applied in an edited piece of writing. Separate SPAG books are not being used from this year.

**Question from ST: How could governors see these improvements?**

Governors were shown a sample of green writing journals showing the writing process, including children practising fronted adverbials, applying it themselves and then moving

it into the writing process. This clear process allows teachers to hold children to account and teachers can use this focus in other lessons.

**Question from ST: As subject leaders do you get the time to put this together?**

Rachael Woods replied that it is done after school. They do have one afternoon out per week as year leader time and have had some times covered during the day. They do get a lot of time.

We have invested in No-nonsense Grammar which helps teachers make sure the same vocabulary is used throughout school. We have mapped out grammar progression through school and opportunities for revision.

**Question from ST: Governors previously agreed a change to the homework so there were weeks without projects, are you planning to use any of these weeks?**

Rachael Woods responded that pupils have times table books. Catherine Janson noted that pupils have spelling lists in their planners.

**Question from ST: What are you doing for reading homework; I would not know if my children have spellings or not at the moment?**

Rachael Woods agreed they need to make that more explicit. JC suggested it could be listed in the journal as that always comes home.

**Action C:** Write to parents about homework, stressing expectations of reading and times tables every day.

PH

There is a real focus on spelling for the whole school and improvement work from January continues. The No-Nonsense Spelling program is being used but applied to what each child needs; this was reviewed on the INSET day. The profile of spelling has been raised and it now holds weighting in end of Y6 outcomes.

Strategies are taught to help unpick a word and proofreading is taught. Other schools have visited us to speak about No-Nonsense Spelling and we visited another school to see how it works there.

We will take part in a research project with Southampton University in January on SEN spelling which will help us support SEN children.

Spelling journals have been introduced and rolled out across school; governors were shown some journals. They have been very beneficial and allow pupils to practise spelling and strategies and draw pictures in a free form manner with no lines.

Rachael and Amelia attended Fischer Family Trust (FFT) training for pupils who need 1:1 support interventions and have identified children who need it. Support assistants were also trained. They will feed back on the impact of these interventions when they are reviewed this half-term.

We are not there yet in terms of seeing improvements in writing books but we can see improvements in the amount of work in the first two weeks of this half-term compared to the first two weeks of last half-term.

We have shared ways to showcase grammar in books and think about author intent. An advert for a Reading Champion/Librarian found no suitable candidates so a Librarian has been hired instead.

**Question from ST: How will you measure your impact as subject leaders? Have you target set yourselves?**

Rachael Woods explained that they measure impact through work sampling. They have

not set targets for themselves as leaders; they have actions to undertake but not data driven actions.

Catherine Janson advised that they have regular reviews on a rolling basis.

**Question from ST: Do you set targets for yourselves, saying that as leaders we will make this much impact?**

Rachael Woods noted that they do have targets such as 'By the end of the year we want to achieve a, b and c'. Subject leaders produced written action plans in July. Writing is now one of their targets so they must see productivity improvement in books. Catherine Janson noted they also have incremental targets during the year.

**Question from ST: Would you have noticed the productivity problem if Mandy Gard had not highlighted it?**

Rachael Woods confirmed that they would have when they looked at books.

**Question from ST: Would any teacher be able to tell me what you both do for English in the school?**

Rachael Woods confirmed that they would.

**Question from MD: Do you record your observations from books?**

Catherine Janson said yes, they give feedback when they do a work sample. The Deputy Head reported that they look at the last one they did and see if its targets are being addressed so it is a joined-up process.

A reading learning walk was conducted with other year leaders and Catherine/Rachael to see things from other points of view and walk around another year group.

**Question from BB: How will you measure the impact of the FFT interventions?**

Rachael Woods explained that interventions run for a maximum of 20 weeks and minimum of 15; they may stop at 15 if the child is on a book band in line with their age. Pupils are assessed at the start and end and also each week, with a reading record to check if the book is right for them.

**Question from BB: What if the pupil is not in line with their peers?**

Rachael Woods reported that the program stops at 20 weeks. They would then work with Robin Hayes to look for any underlying issues and check whether the delivery of the intervention had been good enough.

**Question from BB: What is the success rate from FFT?**

Rachael Woods stated that there is only no progress if there is an underlying issue because of a specific need or it is not taught properly. Rebecca will come in to do an observation to see if we are doing it correctly and she will write a report for us.

**Question from ST: When will you review it again?**

Rachael Woods explained that progress in book bands will be looked at this term, after eight to nine weeks of the program.

**Action D:** Look at progress in book bands within the FFT English interventions.

ST

*(Rachael Woods and Catherine Janson left at this point. Paul Atkins and Colin Floyd joined the meeting.)*

## **5) Questions Regarding the Extension**

Paul Atkins explained that the LA have agreed to look at putting in place a permanent extension at FJS but with a smaller scheme than previously planned, building two classes rather than four with one class upstairs and one down, plus toilets.

**Question from MD: Is the cost coming out of the £8 million of funding for school improvement?**

Paul Atkins explained that this is not improvement work, it is meeting capacity needs.

**Question from MD: Do you have the money for the extension?**

Paul Atkins confirmed that the finance is there.

**Question from MD: Has the money been ring-fenced?**

Paul Atkins stated that they are delivering a smaller scheme so the original budget will not be used in its full extent. Temporary accommodation is not value for money and the need is not temporary. They are using the original finance.

**Question from MD: How much money has been set aside for the two-class scheme?**

Paul Atkin replied that he is waiting for the revised figure. Fairisle Junior School is not contributing to this figure.

**Question from BB: Where are the LA at this moment?**

Colin Floyd replied that it is a challenge for the city to predict school numbers and FJS sits on the city boundary so it is even more difficult. Originally they envisaged increasing the infant school capacity by a form per year (three classrooms), which they have done, but there was also an expectation we would need four classes at FJS. However, having looked at the infant numbers there is not a justification for four classes.

**Question from ST: What about when homes are built on the Oaklands site?**

Colin Floyd stated that this site has been considered in the calculations. Over the next few years there will barely be enough pupils through the infant school to warrant one classroom, so they are building two classes to allow for that. They plan two classes with toilets linked to the existing building. It needs redesigning but it will not be half the cost. The council have said we need to consider the cost of a modular building as there must be a difference between that cost and that of the traditional build.

Paul Atkin added that they must consider value for money, so he must go back to the capital program board and say we are building this extension because a modular build would cost X but we are spending a bit more as it is needed and better in terms of value and good quality permanent accommodation.

**Question from MD: What would be the timing?**

Colin Floyd explained that he has discussed with PH that in September 2018 the extra children could be accommodated in the music room. They need 18 months for completion so are working to September 2019.

Governors expressed their frustration at postponing the playground works and concern over the use of the small music room which would mean extra maths and English having to move to corridors. The music room also houses the server and a kitchen.

**Question from BB: Would you change the use of the kitchen?**

Colin Floyd confirmed that yes, that is part of the bargain.

**Question from ST: Are you happy that we will not need four classes in future?**

Paul Atkin replied that the school would not, based on forecasts they have seen.

**Question from JC: How many houses are being built?**

Paul Atkins said he believes it is around 30 but does not know the mix of sizes.

**Question from MD: When will a decision be made?**

Paul Atkin reported that it will be in January at the first capital board. An architect has been instructed. He is confident that the better value solution is the permanent building.

Question from MD: When will we see plans?

Colin Floyd stated that plans will be shown before Christmas.

Question from AP: What is the difference in timescales between temporary versus permanent buildings?

Paul Atkins said that both are subject to planning.

Colin Floyd noted that a modular build would still not be ready for September 2018.

Question from MD: Did the four-class plans go to planning?

Colin Floyd confirmed that they did and were approved.

Paul Atkins replied that the new scheme is not a non-material amendment so it has to go through planning, but there is no chance that it will not be agreed.

Question from ST: Do you have plans to alleviate the car problems in the road?

Colin Floyd replied that they discussed with Highways the possibility of opening up the end of the road, but Highways thought that would encourage more cars.

Question from ST: Could you turn the verge on the main road into parking?

Colin Floyd said that there were some requirements for calming measures but that needs formalising.

Paul Atkins said that Highways will be consulted again as the plans are going through another process.

Question from MD: Could you make another access into the school through the environmental area to increase parking for staff?

Paul Atkins responded that part of the architect's brief is to satisfy themselves that parking is sufficient. They will look at it as part of the process.

Colin Floyd noted that this is often the decision of planning and Highways.

*(Paul Atkins and Colin Floyd left the meeting.)*

## 6) Minutes of the Last Meeting

Minutes from 10 October 2017 were agreed and signed by the Chair.

## 7) Matters Arising – Including Action Points

All action points from 10 October are complete except those listed below.

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

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

**Action G:** Look at no sets maths. BB will email PC to arrange.

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

**Action I:** Write a follow-up report on observations from 20 October.

**Action J:** Look at rewards. (Shirley Payne is tracking rewards and governors were shown a document with disadvantaged children highlighted; the balance between disadvantaged and non-disadvantaged is fairly equal.)

**Action K:** Email questions for subject leaders to BB.

**Action L:** Meet your linked subject leader.

**Action M:** Ask staff about their wellbeing.

NW/PC  
BB/ST  
BB/PC  
NW/PC  
NW  
All govts

All govts  
AGENDA  
All govts  
All govts

## 8) Reports From Governor Visits

### 2 October, Meet Head of School Effectiveness

PC and PH met Derek Wiles, the new Head of School Effectiveness. They discussed issues including transition to Y3 and improvements needed in Y6 transition.

Question from ST: What procedures can be introduced to improve the transition from

### Y6 to secondary?

The Deputy Head said that we will take part in a Solent maths hub course linking Y6 and Y7/8 maths teachers together. Mutual observations will take place. The impact will be evaluated in January to see if there is a smooth transition in maths. We hope it will lead to other subjects being involved as well.

### Question from ST: What about general transition?

The Deputy Head replied that Y6 children visited Redbridge School for a day and there are taster days/visits. We need to start work with Oasis first as most of our pupils go there. The maths course is the trial for Y6 and secondary schools to work together.

### Question from AP: Do you experience any problems working with Oasis as an academy?

The Deputy Head reported that no, Oasis have been very receptive and we have set up a protocol for visiting teachers. Staff must have time before and after lessons and lessons must not go over the top so there is no extra pressure on staff.

### 20 October, Monthly Check of Single Central Record

NW checked the single central record. Robert Atkinson had identified some improvements which Andrew Clark had already implemented, including keeping records of staff qualifications. Some records have been removed as they are no longer viable.

Governors are invited to a behaviour walk on 24 November at 9am and a 27 November book look. MD will read with children on Fridays.

### 9) School Improvement Officer Report

Mandy Gard's report is on the Drive. At the time of her visit FJS was a category C school but the schools monitoring group have now moved us up to category B.

### 10) Safeguarding

The safeguarding report is on the Drive.

### Question from AP: Could the reports distinguish between mild/moderate/serious events?

The Deputy Head replied that child protection incidents are the serious incidents and could involve calling police in and regular meetings. All adults involved in the case need to justify whether a child should be on the CP register.

It was noted that incidents may fit into more than one category of classification so numbers may appear inflated.

### Question from AP: Could we highlight severe incidents in red?

The Deputy Head stated that the cases referred to MASH are listed separately.

Social workers are sometimes phoned just for advice so the 'contact with social worker' figure may be slightly misleading. There was one incident of grooming.

### Question from ST: When you review this report in school, does it make you do anything differently? Can you show us on the report what actions you have taken?

The Deputy Head said that it does not. There have been a lot of domestic violence incidents and we should act on this regarding boys showing respect to girls, perhaps linked to an assembly or looking at the curriculum. A particular swear word was used so a lesson was given around the equality forms.

**Action N:** Agree with PH what actions have been taken as a result of safeguarding reports.

PH/BB

### Question from AP: Could you give us figures over several months to show trends?

The Chair explained that the Headteacher did not wish to do this as he wants teachers

to report all incidents and not chase a number.  
The Deputy Head explained that some incidents recur in the same family. Sometimes staff record incidents which do not need recording.

**Question from NW: Do you address staff who record incidents unnecessarily?**

The Deputy Head confirmed that yes, they talk to staff.

**Question from NW: Is there are a format used?**

The Deputy Head stated that in CPOMs it is all in standard format. There is room for error and interpretation so incidents are discussed.

### **11) Cladding Report**

No concerns were highlighted in an inspection report of cladding used in the school buildings which was commissioned by FJS.

### **12) Policies**

#### Safeguarding Policy

The safeguarding self-evaluation tool has been reviewed and updated. As a result the safeguarding policy now covers the use of taxis and how to notify the LA of removal of a child from roll. Governors approved the safeguarding policy.

To address the final item from the tool governors will conduct a safeguarding questionnaire with parents on Friday 24 November 8.30am.

**Action O:** Produce safeguarding questions to ask parents.

**Action P:** Ask parents about safeguarding.

ST/NW  
All govs

#### Privacy Policy

Governors approved the privacy policy.

#### Complaints Policy

Governors approved the complaints policy.

### **13) AOB**

**13.1/13.2 A confidential minute covers issues discussed here.**

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

The next whole governing body meeting is on Tuesday 5 December 2017 at 4pm.

*The meeting closed at 6pm.*



<b>ACTION POINTS FROM 14 NOVEMBER 2017</b>			
	<b>Action to be completed</b>	<b>By whom</b>	<b>By when</b>
<b>A</b>	Find out the cost of federation school hirings.	Andrew C	ASAP
<b>B</b>	Write a letter protesting the CLEAPSS charge and say the LA should pay.	Andrew C	5 Dec
<b>C</b>	Write to parents about homework, stressing expectations of reading and times tables every day.	PH	5 Dec
<b>D</b>	Look at progress in book bands within the FFT English interventions.	ST	5 Dec
<b>E</b>	Meet the SENCO regarding SEN.	NW/PC	5 Dec
<b>F</b>	Arrange for ST to attend another coaching meeting.	ST/BB	5 Dec
<b>G</b>	Look at no sets maths. BB to email PC to arrange.	BB/PC	5 Dec
<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	5 Dec
<b>J</b>	Look at rewards.	All govts	5 Dec
<b>K</b>	Email BB to say which questions for subject leaders you wish to use.	All govts	24 Nov
<b>L</b>	Meet your linked subject leaders.	All govts	End of term
<b>M</b>	Ask staff about their wellbeing.	All govts	5 Dec
<b>N</b>	Agree with PH what actions have been taken as a result of safeguarding reports.	PH/BB	5 Dec
<b>O</b>	Produce safeguarding questions to ask parents.	ST/NW	ASAP
<b>P</b>	Ask parents about safeguarding.	All govts	24 Nov
<b>Agenda Items for Future Meetings</b>			<b>Date</b>
	Maths leader to address governors		5 Dec
	Discuss questions to ask subject leaders		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