

Governors of Fairisle Junior School

Minutes of a Meeting of the Whole Governing Body Tuesday 9 January 2018, 4.00pm

Governors present:

1. Steph Thurston (Chair)
2. Peter Howard (Headteacher)
3. Mike Dant
4. Alison Powell

Associate members present:

Bev Bessey

In attendance:

Anne-Marie Errouam and Zoe O'Shea (SMSC Leaders)
Sophie Lee (Clerk)

1) Apologies

Phil Chapman (present for item 10.2 by telephone), Nikki Webb, Jess Planter-Dixon. Justin Cook was absent without apology.

2) Declarations of Interest

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

3) Presentation By The SMSC Leaders

Anne-Marie Errouam (PSHE Leader) and Zoe O'Shea (RE Leader) gave an overview of their work in SMSC. The RE curriculum has been revamped (in line with the updated Living Difference III) and now includes Islam. PSHE and RE are still taught separately but with more consistency. New SMSC books were introduced in September, plus assessment sheets. PSHE assessment is an issue and the leaders have got a handle on assessment this year in order to measure achievement; this must be meaningful to the children's learning.

Question from ST: What is the lesson length per week?

Zoe O'Shea explained that children have RE and PSHE for a two-day block every half-term straight after the holiday.

Anne-Marie Errouam said this gives children a good opportunity to re-engage with school in a less hard-hitting way than coming back into other subjects.

Question from ST: How do you keep SMSC alive for the rest of the half-term?

Anne-Marie Errouam explained that they hold weekly assemblies plus two year group assemblies per week. In our new collective worship overview the theme of the Monday assembly feeds through during the week.

Question from ST: Do you actively try to incorporate SMSC into other lessons?

Anne-Marie Errouam said they are doing this more for British values when it fits, eg: e-safety includes mutual respect and personal freedom. They are drip-feeding all the time. In the autumn term they cover black history month and anti-bullying week which are taught as units of work with a whole day's learning.

Question from ST: Are you confident that doing one half-term block of SMSC works?

Anne-Marie Errouam confirmed that it does. If it is not blocked out, SMSC gets dropped at other schools. Pupils need SMSC to move forward in life with topics such as healthy living, drugs and alcohol and sex education. Their approach to assemblies and collective worship drip-feeds links to national/international initiatives so the assemblies have more impact. They are not afraid to tackle any subject in a whole-school assembly. The Headteacher said the block allows time for visitors such as Southampton City Mission to come in. It is hard to do something meaningful in 20-30 minutes per week.

Equality is such a focus at this school and fairness is reflected in all aspects. Deep

classroom discussions are held that are positive and open. Mandy Gard judged that behaviour at FJS was "exemplary". Our ethos, relationships and respect come together so there is a positive learning environment.

Governors heard writing from a Y6 child's book on the importance of equality. Our children talk about "preparing us for the future" and "everyone should have the same rights". A list of questions and answers on SMSC and the impact of the subject leaders was distributed.

Question from MD: What year group gives you the most concern and why?

Anne-Marie Errouam replied that there is no particular year group with concerns, but there are weaker pockets of practice within each year as well as strengths. They have encouraged staff through work scrutinies and feedback and stronger teachers are marking together with the other staff.

Question from ST: Are Y6 more of a concern as they have more internet access?

Anne-Marie Errouam reported that online issues are more prevalent in the upper school. Problem language is more prevalent in a particular year group irrespective of age.

Question from ST: How do you support teachers to do the right things in class?

Anne-Marie Errouam said that particularly in Y5, homophobic/racist language has been an issue so they taught a unit on homophobic language in Y5 as well as Y6. The word "retard" has been heard in school so an extra circle time was held on the equality form. An equality questionnaire on gender stereotypes was also completed in each class.

Question from ST: How do you measure your impact as subject leaders?

Anne-Marie Errouam stated that the behaviour forms are indicative, comparing the number of incidents with homophobic or disability-related language with those in the spring. They look for reductions and if they are not seen they ask what they need to do.

Question from ST: Are you impactful and how can you show that? Behaviour reflects on everyone in school so how can you measure your own impact?

Anne-Marie Errouam replied that they use staff questionnaires and their subject knowledge to help with planning. Pupil questionnaires show pupils find the curriculum engaging and can express themselves. Children can relate SMSC to their own lives, eg: the need for mutual respect. The curriculum reflects national and city issues with teenage pregnancy an issue in Southampton (half of cases from the Lordshill area). Zoe O'Shea stated that SMSC has a high profile compared to other schools and teachers know that, make sure they teach it when leaders recommend it and consult with leaders if they need help with planning.

Question from MD: What experience do you have of SMSC in other schools?

Anne-Marie Errouam said she has a lot of experience as staff are very honest at federation meetings. She is also a Stonewall trainer for LGBTQ and works closely with Oakwood, who with FJS are the only two training schools within 50 miles.

Question from MD: Why is SMSC not taught at other schools?

Anne-Marie Errouam explained that it is not given priority as no-one asks for SMSC SATs results. If you are not skilling children in SMSC they will have so many issues in later life. LGBTQ people have high rates of suicide and self-harm and rates are very high in transgender people.

Question from MD: What are you doing to try to improve SMSC teaching in secondaries?

Anne-Marie Errouam noted that it is hard to have input at secondary level as we only have small links with these schools. Citywide PSHE network meetings are held but with primary and secondary separate as the priorities are different. She is working with other practitioners to put together a city PSHE curriculum but there is low secondary uptake.

The Deputy Head said that we could move forward on this ourselves after the maths trial with Oasis. UPDATE: Since the meeting we have begun communications with Redbridge Community School regarding working with them on behaviour strategies and SMSC.

Question from ST: Are you doing anything to educate parents, eg: on language used?

Anne-Marie Errouam replied that when the Stonewall training started they held an open session for parents to see the resources and lessons and talk with staff.

Question from ST: Do you think we do enough with parents?

Anne-Marie Errouam reported that in the last 18 months the opportunities given and taken up by parents have increased a huge amount so it could be a good time to get SMSC included.

The Deputy Head suggested holding an SMSC parent session in the summer term. Zoe O'Shea noted that they take children on a trip to a Hindu temple and are planning a trip to a mosque this year. Last year some parents did not want their children to go to the temple so staff spoke to parents who then changed their minds.

It was noted that if an SMSC session is held in the summer it would be useful for governors to hear feedback.

Question from MD: What is the uptake among children who want to go to the mosque as opposed to parents?

Zoe O'Shea said that the mosque trip had not happened yet, it would be end of Y5. The Headteacher said there are always some parents who object to their children going to the Hindu temple. The Deputy Head noted it was very rare for the children to say they do not want to go.

Question from AP: Do you make the best use of your resources and do you need more?

Anne-Marie Errouam explained that there was a big budget spend on PSHE a few years ago, on book corners and library books, so money is not needed for PSHE currently. We have an annual PSHE association subscription. Zoe O'Shea stated that for RE they use the Hampshire boxes from the RE centre and we are signed up to the RE curriculum program.

Question from MD: As a governing body how can we improve links with our feeder secondaries?

The Headteacher stated that FJS is collaborating with Oasis Lordshill on maths and could then expand this work into other subjects.

Question from MD: What priority does SMSC have in the hierarchy of subjects?

The Headteacher replied that the four areas where it would be most important to do this work would be maths, English, SMSC and computing.

Question from MD: What is the timescale for the work with secondaries?

The Deputy Head said they will hold a maths meeting with Oasis at the start of February and decide whether to continue with the collaboration. She will contact Oasis to see if we can take it into other subjects and have a decision by summer 1.

Action A: Contact Oasis about collaborating in other subjects.

BB

Anne-Marie Errouam will attend the secondary PSHE network meeting on 30 January. The board stated that they are behind an initiative to improve relationships with secondaries and thanked the leaders for their time.

(Anne-Marie Errouam and Zoe O'Shea left the meeting.)

4) Minutes of the Last Meeting

Minutes from 5 December 2017 were agreed and signed by the Chair.

5) Matters Arising – Including Action Points

Governors studied the FSM/universal credit consultation but decided not to respond. The in-year fair access consultation has been studied by a group of Headteachers including PH and they will respond from their individual schools. All other actions from 5 December are complete except those listed below.

Action B: Meet maths leaders in spring term. PC will email BB to arrange.

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

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

Action E: Look at no sets maths.

Action F: Repeat the behaviour questionnaire in April 2018.

Action G: Look at rewards.

Action H: Ask staff about their wellbeing before 6 February.

Action I: Rachael Woods to share her introduction to being a reading volunteer with MD/MD to read with able children and write a report.

Action J: Meet with city catering to discuss debt management policy.

Action K: Meet Simon Woods on sport premium and report back to governors.

Action L: Write a report on his meeting with the science leader.

PC/BB
ST
ST/BB
PC
NW/PC
All gov
All gov
Rachael
W/MD
ST/NW
AP
MD

6) 360 Degree Review of the Governing Body

This review will be discussed on 6 February. All governors present had completed their review sheets which will be held in the governors' file in school. Views are now required from stakeholders: SLT, other staff, parents and pupils.

AGENDA

Action M: Ask parents for their views on the 360 degree review. Y6 = MD, Y5 = ST, Y4 = AP, Y3 = PC/NW.

Action N: Ask SLT/other staff for their views on the 360 review.

Action O: Edit review sheets and send to governors. Chase JC/NW to obtain their reviews.

MD/ST/AP/
PC/NW
PH
ST

7) Feedback on the Impact of the Revised Behaviour Form

A report analysing behaviour covers the autumn term. Most incidents were minor. Learning leaders have been asked about behaviour and successfully involved with making decisions. The leaders asked what happens if a child keeps getting classroom behaviour sheets and it was agreed that if three sheets are given there will be a consequence.

Children decided to double the amount of lunchtime missed to 20 minutes for kicking a ball and these incidents have reduced.

Question from ST: Were there any ridiculous punishments suggested by learning leaders?

The Deputy Head stated that no, they have been sensible.

Behaviour incidents for Y3 children are shown; there have been slightly more behaviour incidents in the Y3 NQT class than others. The children may not have been mixed evenly across the three classes.

Question from ST: Is that an issue with the children or teacher? Is the staff member getting the relevant support?

The Deputy Head replied that it was about both and the NQT is getting support.

Three equality forms have been received (all racial) with two from the same boy. Y4 behaviour outcomes have improved.

Question from ST: Are you happy with what is in place for behaviour? When will you look at it again?

The Deputy Head stated they are happy with it at the moment. They are very fair and consistent and behaviour is excellent. There is now a trial of strike charts in every classroom. At the beginning of summer 1 they will look at rewards for the least well-behaved children.

The Headteacher said they need to look at rewards before doing anything else with behaviour.

We need to consider whether the rewards system is right. We need consistency in rewards as well as behaviour and to consider whether there are enough rewards or too many. Pupils need a better understanding of the system so they do not feel it is unfair. If children can be involved in the review they should lose some of their negative attitudes. It must be fair and understood by pupils.

We have had conversations about not rewarding children for what they should be doing as the norm, only if they go above and beyond expectations. ST noted that some children say we do give rewards for those who misbehave but then briefly behave well.

Action P: Ask learning leaders if they think rewards are given fairly in their class.

BB

8) Reports From Governor Visits

19 December, Pupil Premium

AP met with Robin Hayes to discuss the PP report. Due to staff sickness Robin had had limited time to spend on PP monitoring and strategies. Children are assessed at the end of KS1 (baseline) and we also do a reading age test for every child joining FJS. Reading tests are updated twice a year.

Recommendations from the visit:

- Robin to attend on 6 February to share baseline assessment progress
- share school PP performance statistics with governors (now on the Drive)
- investigate when parents were last contacted about claiming PP/FSM.

AGENDA

Stats show our PP children are in the top quintile for reading, second quintile for writing and top for maths. In national PP awards we are in line with the winners under progress in reading/writing/maths for 2017. FJS is the highest performing primary school in the city for disadvantaged children in maths.

We pay £1.50 per enquiry to see if a child is FSM eligible. Parents may think they do not have to apply for FSM so we must make sure to encompass all parents who are eligible as it affects both the child and the school budget.

Question from AP: Have parents been contacted recently about claiming FSM?

The Headteacher confirmed that they had been and we notify all new parents.

9) Safeguarding

From 2 December to 8 January there were 73 safeguarding incidents regarding 32 pupils. Four children are on child protection plans, one on children in need and four have a team around the family.

Question from AP: Are the children on CP/CIN/TAF some of the ones who are included in the incidents listed?

The Headteacher confirmed that they are.

Since September the Headteacher has received 19 children and young person reports and 10 public protection notices (PPN1s) related to domestic violence. CYPs are given for instances such as shoplifting or drink-driving.

Question from AP: Are CYPs notifying you of any sort of family involvement with the public order authorities?

The Headteacher reported that yes, these reports come from police through children's services and generally there is some input from children's services.

Question from AP: Do those notices relate to a small group of children?

The Headteacher replied that they are spaced quite widely; the 10 PPN1s are for about four families. They are sent partly so we can support the families as well.

10) Governor Elections and Reappointments

10.1 Terms of office for co-opted governors NW and PC end on 28 February. Governors agreed to re-appoint NW and PC for further terms.

10.2 ST's parent governor term of office ends on 23 January. The parent governor role must be advertised which PH will arrange. As ST's youngest child leaves FJS this summer she proposed that if a volunteer is found she vacates the seat in favour of a current parent and becomes a co-opted governor instead.

As ST could not vote for her own appointment and the remaining governors would not have formed a quorum, governors approved the use of section 14(8) of The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 to allow governor Phil Chapman to attend item 10.2 virtually and vote via telephone.

Governors approved the proposal for ST to become a co-opted governor if a parent governor volunteer comes forward. If no volunteer is found ST will be re-elected unopposed as parent governor.

11) Policies: Governors' Allowances

No changes have been made to the governors' allowances policy and it was approved.

12) AOB

12.1 On the comparing school performance website, FJS is 8/125 similar schools in terms of progress and there is no better performing similar school within 75 miles of us. Governors congratulated the Headteacher on this achievement.

Question from MD: What has changed over the last 12 months?

The Headteacher stated that we had anomalous results in 2016 which were much lower. The 2015 results were close to 2017 results.

Question from MD: Why were 2016 results anomalous?

The Headteacher explained that this was the first year of the new SATs. There were also staffing issues.

The Chair said we did a better job last year preparing the children for SATs.

12.2 An attendance report is on the Drive; AP had submitted questions in advance.

Question from AP: Please provide some information on 93.1% of Y4 PP, is there an underlying reason and what steps have you taken to improve the situation?

The Headteacher reported that since autumn term 2016, four new PP children have joined us. Unauthorized absences have increased the most, mostly due to a twofold increase in term-time holidays taken. However, there has been a twofold decrease in non-PP children taking term-time holidays.

Question from AP: What about Y4 boys as the figure was not low for previous Y3 boys?

The Headteacher noted that in 2016-17, Y3 boys had 97.3% attendance and 95.8% attendance in 2017-18. Last year there were 110 sessions of boys' illness in autumn term, increasing to 183 this autumn. Seven boys had 10 or more sessions of illness this

year and of those, four have concerned us enough to write to parents.

Question from AP: What is happening about the sessions lost through holidays in Y3?
The Headteacher stated that this year, 62 sessions were lost to holidays (95 pupils in the year group). Two penalty notices were issued to the two pupils who were each off for 22 sessions.

Question from AP: Please explain why persistent absence in Y3 and total hours lost to lateness has increased substantially.

The Headteacher replied that the PA increase was from 7/87 pupils last year to 11/94 this year. Overall PA pupils have declined year on year from 13.94% in 2014/15 to 8.04% this year. The numbers will decrease as we progress through the year. Across the federation the average PA level is 11.76%.

The total hours late in Y3 is higher than last year as they are more challenging and we reorganised the classes as a result. In end of KS1 outcomes in 2016, 91.6% were Expected in reading but 57.6% in 2017. In 2016, 47% reached Greater Depth but in 2017 it was 6.5%.

Question from AP: What steps are you taking to improve attendance as there are a very high percent who have dropped from the 96% band to 90-96% compared to last year?

The Headteacher reported that this year he has issued eight fixed penalty notices with two that went to court. There has been more illness this year than last year especially colds and flu. We point parents to the Wessex Healthier Together app.

Question from AP: Can you separate absence stats for illness from other absences?

The Headteacher noted that most absences are due to illness, followed by medical issues and then unauthorized holidays.

Action Q: Add illnesses due to absence stats to the attendance report.

PH

Question from AP: Do you have any truancy issues?

The Headteacher explained that truancy is not usually an issue at primary schools, although there is some parentally-allowed truancy.

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

12.4 Service level agreements will be discussed at the next meeting.

AGENDA

13) Time and Date of Next Meeting

The next whole governing body meeting is on Tuesday 6 February 2018 at 4pm; AP gave apologies for this meeting. *The meeting closed at 6.20pm.*

ACTION POINTS FROM 9 JANUARY 2018			
	Action to be completed	By whom	By when
A	Contact Oasis about collaborating in other subjects.	BB	Summer 1
B	Meet maths leaders in spring term. PC will email BB to arrange.	PC/BB	Spring term
C	Look at progress in book bands within the FFT English interventions.	ST	Spring term
D	Arrange for ST to attend another coaching meeting.	ST/BB	Spring term
E	Look at no sets maths. BB to email PC to arrange.	BB/PC	Spring term
F	Repeat the behaviour questionnaire in April.	NW/PC	April 2018
G	Look at rewards.	All gobs	Spring term
H	Ask staff about their wellbeing.	All gobs	6 Feb
I	Rachael Woods to share her introduction to being a reading volunteer with MD/MD to read with able children.	Rachael W/ MD	6 Feb
J	Meet with city catering to discuss debt management policy.	ST/NW	6 Feb
K	Meet Simon Woods on sport premium and report back to governors.	AP	6 Feb
L	Write a report on his meeting with the science leader.	MD	6 Feb
M	Ask parents for their views on the 360 degree review. Y6 = MD, Y5 = ST, Y4 = AP, Y3 = PC/NW.	MD/ST/AP/ PC/NW	6 Feb
N	Ask SLT/other staff for their views on the 360 review.	PH	6 Feb
O	Edit review sheets and send to governors. Chase JC/NW to obtain their reviews.	ST	6 Feb
P	Ask learning leaders if they think rewards are given fairly in their class.	BB	6 Feb
Q	Add illnesses due to absence stats to the attendance report.	PH	6 Feb
Agenda Items for Future Meetings			Date
	360 review of governing body	All gobs	6 Feb
	Baseline assessment progress	Robin Hayes	6 Feb
	Service level agreements	PH	6 Feb
	Safeguarding (standing item, to include CPOMS reports and safeguarding meeting summaries)	PH	Ongoing