

## Governors of Fairisle Junior School

### Minutes of a Meeting of the Whole Governing Body Tuesday 6 February 2018, 4.00pm

Governors present:

1. Steph Thurston (Chair)
2. Peter Howard (Headteacher)
3. Mike Dant
4. Phil Chapman
5. Nikki Webb

Associate members present:

- Bev Bessey
- In attendance:  
Connie Boler  
Sophie Lee (Clerk)

#### 1) Apologies

Alison Powell, Jess Planter-Dixon. Justin Cook was absent without apology. Y6 teacher Connie Boler has volunteered to attend meetings during staff governor JPD's sick leave.

#### 2) Election of Chair and Vice Chair

ST was re-elected as Chair and NW re-elected as Vice Chair.

#### 3) Presentation By Robin Hayes on the Pupil Premium

Robin Hayes explained that we look at the gap between disadvantaged and non-disadvantaged pupils and aim to eliminate it. Last year our disadvantaged pupils outperformed non-disadvantaged children, both at FJS and nationally, in terms of progress.

We look at specific children who need to progress in order to close the gap, eg: from Expected to Higher or Below to Expected. This puts humans behind the data and avoids arbitrary percentages. Teachers have a list of specific children and will know that, for example, four disadvantaged children from the list need to move up to close the gap. The teachers look at the children who have the potential to make the jump and they are also looked at during pupil progress meetings.

#### Question from ST: Do you pick just four children and focus on them?

The Headteacher stated that in this example at least four would need to progress to close the gap, but they are not capping or limiting the number of children moving up.

#### Question from PC: Do you measure disadvantaged pupils against our own non-disadvantaged as well as national non-disadvantaged?

The Headteacher confirmed that they do.

Robin Hayes stated that they do not want a perverse situation where they want non-disadvantaged pupils not to do well in order to close the gap. Disadvantaged pupils should leave just as secondary ready as non-disadvantaged pupils but not be limited.

#### Question from MD: How do you define 'disadvantaged'?

Robin Hayes explained that it means any child in receipt of the PP at any point in the last six years.

#### Question from PC: If disadvantaged pupils do less well nationally is it about lack of engagement or support?

The Chair noted that parents may have no money for extra-curricular activities. Robin Hayes said that it is about creating a culture of aspiration.

School Improvement Officer Mandy Gard advised that progress in disadvantaged children needs to be more rapid so we have looked forensically at individual children.

#### Question from ST: Are the targets challenging enough as Mandy Gard also said we were

**not challenging ourselves enough?**

The Headteacher replied that they went back to the drawing board with the targets to make sure they are challenging enough for every single child. They are really clear about what teachers have to do.

**Question from MD: What percentage of our children are PP?**

The Headteacher said it is just over 40%.

**Question from MD: Do PP children receive extra tuition?**

Robin Hayes replied that it depends. There is limited evidence that extra tuition makes any difference. The evidence shows that only quality teaching leads to quality outcomes and anything else is a sticking plaster.

A presentation titled The PP: What OFSTED Looks At was shown. It states "the quality of teaching and determination of a school to stretch and challenge these pupils is essential".

FJS invests quite heavily in the senior leadership team who are not class-based, so they aim to raise standards in classrooms as that will have an impact. It is easy to spend on TAs but this may have little impact compared to quality teaching.

There used to be a TA in Connie Boler's classroom but the children she had worked with now work more with their peers and challenge each other. Spending on CPD, training and physical apparatus has more impact than spending on TAs, although they do have a role in some situations.

OFSTED say that reasons for underperformance of PP children are low expectations, lack of guidance on preparing for the future and a lack of robust inspections. They state that successful schools do not treat PP children as a homogenous group, give these pupils a high profile and often appoint a senior leader to raise their profile (Robin Hayes at FJS).

**Question from PC: How are PP children given a high profile here?**

Robin Hayes replied that he gives relevant staff meetings. During book looks, pupil interviews and in our cycle plan PP children have a very high profile. There is a whole-school ethos around monitoring PP children.

Connie Boler noted that in skills progressions they compare PP children.

Research shows that children do well if there is a high expectations, no excuses culture, teachers know how to teach and there is resilience in children; only CPD really costs money within that. What will have an impact is a teacher who does not feel sorry for the child and does not let them get away with doing nothing.

**Question from PC: Is PP money spent on skills training so teachers can deal with this group of children and identify what is really required?**

Robin Hayes said yes.

The Headteacher replied that at FJS, disadvantaged pupil progress puts us in the top 15% of schools nationally for progress in reading and maths.

*(Bev Bessey entered the meeting.)*

If any PP expenditure is requested Robin asks what its impact will be. It is strict teachers who are nurturing but do not accept second best who make the difference.

The Headteacher explained that other schools use nurture groups, but these groups can mean low expectations, poor behaviour and an excuse to take children out of class. We have a nurturing environment. One boy who joined FJS said that we expect much more

of him than his previous school did. We do not allow children to do badly.

**Question from MD: Why is it that disadvantaged do better than non-disadvantaged pupils if they are all taught the same?**

The Deputy Head said that in the pupil interviews in the Getting to Good Project, we found that the disadvantaged children had a better mindset as they may have had to try harder in life.

Robin Hayes said we have staff who are good with challenging children.

**Question from PC: Do disadvantaged children benefit more from changes in teaching techniques, eg: concrete/pictorial/abstract in maths?**

Connie Boler said this is very helpful for disadvantaged children but all children benefit.

**Question from MD: Why do disadvantaged children make better progress?**

The Headteacher responded that most children from the infant school with the highest outcomes are non-disadvantaged. Therefore it is more difficult for us to show progress in non-disadvantaged children.

**Question from ST: Do we focus so much on disadvantaged pupils that they are making better progress because we are leaving others behind?**

Robin Hayes replied that we are tight on behaviour at FJS and we ensure that all children work hard.

The Headteacher said that gaps in KS1 are wider so it is easier to show progress with disadvantaged pupils as they come up to us at a lower level. Progress we make with all children is significantly above national averages in reading and maths, but it is even higher for disadvantaged children. Disadvantaged outcomes at the top of KS1 are not as high as for non-disadvantaged peers, so at the starting point the gap is wider. There is a catch-up in KS2, so the disadvantaged make better progress as they are catching up on non-disadvantaged peers.

**Question from MD: When disadvantaged pupils reach Y6, is the loss they had at the infant school gone?**

The Headteacher explained that this is why progress looks better for the disadvantaged because we are still measuring progress from the top of KS1, measured from Y2 to Y6. The Deputy Head noted that in book looks and work scrutinies they focus a bit more on disadvantaged pupil progress. Teachers see the comments made and because sometimes they do focus more on disadvantaged than others teachers may home in on those children.

**Question from MD: Are you taking advantage of the low outcomes of PP children from the infants – it would be harder to show progress if they had better outcomes?**

The Headteacher noted that the amount of progress nationally in KS2 is shown as zero. In our most recent outcomes in 2017, we made +2.6% progress for all in reading and +2.8% for all in maths, significantly above the national average so progress for all children is very high. We have good attainment and good progress.

The Headteacher noted that we do not have higher expectations for disadvantaged children than non-disadvantaged, but the gaps need to close. We have a no-excuse culture even though we have many PP children.

OFSTED say that common strengths in effective schools for PP children include prioritising achievement of these pupils, valuing personal development and welfare, strategic planning at transition and Good to Outstanding teaching at the first point of intervention for disadvantaged pupils. Under transition, we had four classes come from the infants and form into three classes; this has been successful although there is one class that seems to have more behaviour issues than the other two – the classes were split before they came to the junior school with the help of the infant teachers who

knew the children.

**Question from ST: Is there enough parental engagement?**

Robin Hayes noted that there is much more than there used to be and they have changed how parents' evenings are done. We need to ask parents to come in as it is still quite voluntary and they are not in school enough about learning.

The Headteacher said 51 parents came in this afternoon for safer internet day. We should place expectations on parents and say they need to come in for eg: the Y2 parents' meeting.

**Question from PC: Could you contact PP parents and focus on them first?**

Robin Hayes said they could, or parents with child protection planning.

A list is kept of all parents' attendance in school. Office staff could be asked to ring parents who have not booked a place for eg: parents' evening.

**Question from MD: What is the PP money spent on? How is it benefiting disadvantaged children if it is being spent on improved teaching for all?**

Robin Hayes noted that our PP strategy explains the spending. He has used research from the Sutton Trust to find what has high impact. It is permissible to spend PP money for the benefit of all children as long as the disadvantaged benefit.

The Chair noted that money cannot be used solely for PP children; if we buy resources with PP money then they cannot only be used by PP children.

The Headteacher said PP children should not be treated as a homogenous group; coaching, SLT and developing of teaching have major positive effects for all.

*(Robin Hayes left the meeting.)*

**4) 360 Degree Review**

Feedback has been received from stakeholders and governors. The Chair will now evaluate the board and the board evaluate the Chair. Governors need to go through parent questionnaires, staff and pupil feedback and form a plan.

Governor responses showed that a number of governors would like a greater understanding of the OFSTED framework and the school's three areas of priority; the Headteacher will provide help with this.

*(NW left the meeting.)*

Feedback shows that many parents do not know about the work of the board and some staff do not have much contact with governors. Many pupils do not know the governors' role. Our website does not currently state what governance actually is. (Governors may want to write a synopsis for the website on what governance is and their role).

**5) Minutes of the Last Meeting**

Minutes from 9 January 2018 were agreed and signed by the Chair.

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

Action H has been deleted as governors should ask staff and leaders about wellbeing whenever they are in school. All other actions from 9 January are complete except those listed below.

**Action A:** Contact Oasis about collaborating in other subjects.

**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:** Look at no sets maths.

**Action E:** Repeat the behaviour questionnaire in April 2018.

AGENDA

AGENDA

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

**Action F:** Look at rewards.

**Action G:** Rachael Woods to share her introduction to being a reading volunteer with MD/MD to read with able children and write a report. MD to email rwoods@fjsslive.net to arrange.

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

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

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

## 7) Declarations of Interest

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

## 8) Reports From Governor Visits

18 January, Sports Premium

AP discussed the sports premium with Simon Woods/PH. AP's recommendations were:

- amend the published report to show 2017/18 allocation – completed
- investigate whether the 93% figure on the report for children attending at least one hour of after-school sport is correct, as 97% was also mentioned – the figure last year was 93% but this year it is 97%; the report has been amended
- investigate the missing 3% – Simon Woods reports that 10 children do not attend an out-of-school club
- see if swimming could start at the infant school; because the infants do not teach swimming FJS must; this is expensive (£4k) and Y5 is late to learn
- results for breakfast club children should be monitored to see if it can be widened to other pupils/see if club food could be funded externally – see AOB.

**Question from PC: Could swimming be taught at the infants and we pay half the fee?**

The Headteacher confirmed that he was happy to offer this at around £2k per year.

**Action K:** Talk to Fairisle Infants about sharing the cost of swimming.

25 January, Lesson Observation - Spelling

**Question from ST: Why did the teacher move children on and off the carpet so much?**

Connie Boler said that her children have a choice to move; it may be for sight reasons. The Headteacher noted it may be an organisational issue.

**Question from ST: How are the words taught validated again at a later date?**

Connie Boler replied that they revisit spellings including in early morning work. All teachers use No-Nonsense spelling which revisits what is taught.

**Action L:** Review whether spellings are revisited consistently.

31 January, Monthly Check of Single Central Record

NW found that one governor has still not completed safeguarding training. They have been sent a formal letter asking them to do so as the governing body insists its members have this training.

The Chair has spoken to the governor. As safeguarding is extremely important and the governor is also not conducting school visits or attending meetings the Chair proposed following the process for possible formal removal from the board, including an agenda item at the next meeting which could lead to a vote to remove. Governors agreed.

5 February, Review of Coaching and Mentoring Progress

ST met with BB.

**Question from ST: What happens if the teacher does not move forward?**

The Deputy Head explained that they would get validation from another person. They

ST/NW  
MD  
BB

PH

BB/Connie  
Boler

AGENDA

would look further afield eg: at work scrutiny and possibly use the competency route. The Headteacher noted that it depends on the starting point: if a Good teacher cannot reach Outstanding they would still be at Good. If they are not Good a more formal route may be needed.

**Question from ST: What is the impact of coaching on pay and performance? How do we know teachers are coached and managed in the correct way?**

The Headteacher noted that the regional schools commissioner, Lynn Ross and Mandy Gard have all observed alongside leaders.

The Deputy Head noted that many teachers are now actively asking for support and there are more discussions about learning with a much better culture. Teachers feel safe enough to ask. Some staff have done peer support off their own back. They would like more staff to say in meetings what they have done well.

BB

**Question from PC: Do all teachers keep their own CPD file?**

**Action M:** Check if teachers all keep CPD files.

**Question from ST: Should coaching be documented on the triangulation form?**

The Headteacher said it should not as it is not part of performance management. Staff would view it as another lesson observation.

The Deputy Head reported that they do fill in formal coaching forms, although they do not record informal support between staff.

**Question from ST: If we did not increase a teacher's pay grade based on performance are our records sufficient?**

The Deputy Head stated that we do have records of coaching. If a teacher was cause for concern they would have gone down the route where they would have notes and evidence which will have been shared with that person.

**Question from ST: How can you show that the teachers think their coaching is impactful?**

The Deputy Head replied that teachers would say coaching is impactful. We see the outcomes of coaching in our lesson observations and our conversations with teachers. There is a culture of honesty and we would know very easily if coaching was not having an impact!

The Headteacher stated that staff have said development is bespoke, it is according to need, there is peer coaching and subject leaders coach as well.

**Question from PC: Are all staff doing a 360 review on themselves?**

The Headteacher reported that a 360 review was done on leaders before the summer but they did not review themselves.

The Deputy Head said that staff are appraised in September/October with a review in March and a final review in July. They also meet with PH and herself at the end of each term where they receive their triangulation feedback for the term.

**Question from ST: Could you ask children, eg: do you learn from this teacher?**

The Headteacher explained that they do ask children about teachers in pupil interviews, eg: if a teacher challenges them, if they work as hard as they can, what adults do they get on well with and respect. Answers are fed back through year leaders but teachers do not know which answers come from their own class.

Governors discussed whether a 360 review is relevant for teachers or whether all staff could look at their own development and ask questions of themselves. This could be called an evaluation and take place at the March appraisal. However, in self-evaluations staff may be too critical of themselves.

**Question from MD: Are any teachers giving rise to concern at the moment?**

The Headteacher responded that some teachers need more development than others.

## 9) Safeguarding

A safeguarding report is on the Drive showing incidents since 9 January. Members of the safeguarding team have attended an Initial Child Protection conference plus four core group meetings and one team around the family meeting.

All gov's

NSPCC visited the school on 23 January, giving an assembly on staying safe and Childline and taking workshops with Y5/Y6. The FJS website shows relevant information.

**Action N:** Watch the OFSTED online safety webinar on fjslive.net under welfare and attendance > e-safety > videos.

Today was internet safety day and on 8 February Karen Grove (designated safeguarding lead trainer) will host a presentation for parents on keeping children safe online.

## 10) Service Level Agreements, Including Minibus

It was proposed that we buy the same SLAs as last year, with no new purchases or stopped services; AP has examined and approved the SLAs. Governors agreed.

**Question from PC: Are we working with the federation to spread costs?**

The Headteacher said yes, where possible.

The minibus lease ends on 8 March and PH suggests we change to a minibus light (under three and a half tonnes). It would still seat 17 and cost the same but we would have at least four eligible drivers instead of just PH.

**Question from ST: Is there a cost to change the lease?**

The Headteacher reported that there is not, the five-year lease ends on 8 March.

The company we use now would charge £593/month for a minibus light but they are available at £399.87/month from Bentley Walker, fully serviced and maintained. Governors agreed to lease a minibus light from Bentley Walker.

## 11) AOB

**11.1** INSET days 2018/19 have been set for Monday 3 September, Monday 29 October, Monday 25 February, Monday 22 July and Tuesday 23 July.

**11.2** Kellogg's gave us £1k for the sports breakfast club. We also met the Greggs Foundation and they have proposed that the club increases to four days per week with a maximum of 40 pupils. Greggs will finance this termly in advance at £3500, with a £500 initial payment to buy games, toasters etc then £500 for each of the next six half-terms. They will also give free bread.

**Question from ST: Who will be offered the 40 spaces?**

The Headteacher said all children could sign up for any day Monday to Thursday. Currently the club is aimed at particular vulnerable pupils, eg: those with attendance or punctuality issues, but the 20 spaces are not usually filled.

It was decided that the club spaces will be offered to disadvantaged/vulnerable children first. Greggs will also fund the Y6 SATs week breakfast club in its entirety.

**Question from MD: Are any children coeliac? Can Greggs deal with them?**

The Headteacher reported that one child is and has his own menu. He is not disadvantaged but vulnerable through his medical condition. We can ask Greggs.

**11.3** We have nominated ourselves for the Energise Me award for sport, with an event on 8 March, and an Inclusivity award.



**11.4** PH met Colin Floyd and Paul Atkins about the extension; the LA are now keen to build a "luxurious" modular classroom on the grass rather than the previously discussed permanent extension attached to our current building. The discussed build would not have been done until at least September 2019.

**Question from PC: What is the reason for this?**

The Headteacher said there are issues within resourcing in capital assets. The modular classroom would be permanent with closed access so children do not have to go outside. Paul Atkins and Colin Floyd will update governors on 6 March and bring plans on 17 April.

**Question from ST: Could we make it work until September 2019 and insist on the previous build?**

The Headteacher said the LA will not allow this.

**Question from PC: Will the modular build have toilets? What is the price difference?**

The Headteacher confirmed that it would have toilets and two classrooms and the price difference is about £350k. In total it would cost about £900k.

PH has requested 327 metres of mesh fencing along the back field and playground at a cost of £14.5k; the LA will fund £10k of this for safeguarding issues.

**11.5** The admissions policy is the unaltered LA policy which governors approved.

The staff attendance and absence policy has been changed to clarify that when ill, staff must personally phone PH/BB or leave a message if they cannot get hold of them. They must also phone in on each day of absence unless certificated. Return to work discussions will be held for each period of absence, not the three days of absence stated previously; this is so we can ask if support is needed or if it may be a long-term issue. Governors approved the policy.

**11.6** A fire drill took place last Friday and all children evacuated within 2.5 minutes. A complete write-up has been produced of any issues.

**12) Time and Date of Next Meeting**

The next whole governing body meeting is on Tuesday 6 March 2018 at 4pm. MD gave apologies for the meetings on 17 April and 15 May.

*The meeting closed at 6.10pm.*

**ACTION POINTS FROM 6 FEBRUARY 2018**



	<b>Action to be completed</b>	<b>By whom</b>	<b>By when</b>
<b>A</b>	Contact Oasis about collaborating in other subjects.	BB	Summer 1
<b>B</b>	Meet maths leaders in spring term. PC will email BB to arrange.	PC/BB	Spring term
<b>C</b>	Look at progress in book bands within the FFT English interventions.	ST	Spring term
<b>D</b>	Look at no sets maths. BB to email PC to arrange.	BB/PC	Spring term
<b>E</b>	Repeat the behaviour questionnaire in April.	NW/PC	April 2018
<b>F</b>	Look at rewards.	All govts	Spring term
<b>G</b>	Rachael Woods to share her introduction to being a reading volunteer with MD/MD to read with able children. MD to email rwoods@fjsslive.net to arrange.	Rachael W/ MD	6 March
<b>H</b>	Meet with city catering to discuss debt management policy.	ST/NW	6 March
<b>I</b>	Write a report on his meeting with the science leader.	MD	6 March
<b>J</b>	Ask learning leaders if they think rewards are given fairly in their class.	BB	6 March
<b>K</b>	Talk to Fairisle Infants about sharing the cost of swimming.	PH	6 March
<b>L</b>	Review whether spellings are revisited consistently.	BB/Connie Boler	6 March
<b>M</b>	Check if teachers all keep CPD files.	BB	6 March
<b>N</b>	Watch the OFSTED online safety webinar on fjsslive.net under welfare and attendance > e-safety > videos.	All govts	6 March

	<b>Agenda Items for Future Meetings</b>	<b>Date</b>
	360 degree review	All govts 6 March
	Understanding the OFSTED framework and FJS's three areas of priority	PH 6 March
	Proposal to remove a governor from the board	All govts 6 March
	Update on the extension	Paul Atkins Colin Floyd 6 March
	Plans for the extension	Paul Atkins Colin Floyd 17 April
	Safeguarding (standing item, to include CPOMS reports and safeguarding meeting summaries)	PH Ongoing