

MINUTES OF THE GOVERNING BODY – FOUNDRY LANE PRIMARY SCHOOL

TUESDAY 10th OCTOBER 2017

Governors present:	Sean Taylor [ST]	Marie Loftus [ML]
	Paul Candy [PC]	David Higlett [DH] [arr'd 6.25]
	Kathryn Lugg [KL]	Emma Wareham [EW] [arr'd 6.46]
	Cathy Baggott [CB]	Andrew Tindall [AT]
	Debbie Wyatt [DW]	Katie Collins [KC]
	Liz Smith [LS]	

Associate Governors:

Others: Helen Aldred [HA]

Clerk: Elisabeth Ruggles

01. APOLOGIES

DH had warned the meeting he might be late. There were apologies from Neil Maddock, Robbie Turkington and Jack Davis.

02. ELECTIONS OF CHAIR AND VICE CHAIR

David Higlett was voted unanimously as the Chair of Governors and Robbie Turkington was also voted unanimously as Vice Chair of Governors.

03. COMMITTEES

All governors handed in their preference sheets for committee membership.

04. DECLARATIONS OF INTERESTS

There were no declarations of interest. The annual Declarations of Interest form was completed by all governors present.

05. AGREEMENT OF PREVIOUS MINUTES

Minutes from 23.05.17: There were no amendments and the Minutes were signed by the Chair as being a true and accurate record of the previous meeting.

Minutes from 18.07.17: These will be brought back to the next meeting.

06. MATTERS ARISING

- Learning Walks: RT has proposed an action tracker to follow on from all learning walks. All governors are happy with this idea and it also links in with Lynn Ross' wish to see the learning walks linked more closely to the SIP.

Signed
Chair of Governors
Dated

07. SCHOOL IMPROVEMENT PLAN, INCLUDING TARGETS

Last year's SIP was a key focus. Visits were made to other schools to look at other SIPs before deciding on a new layout. Lynn Ross liked the new format – it is more concise and focussed. Milestones are more measurable, although Lynn Ross would like to see it be even more so, so the school will ensure this. If learning walks are tied in more closely with the SIP, governors' monitoring of the school is made very clear.

Priority 1 is a key OFSTED target – improve the quality of teaching

Target 1 – planning a cohesive learning journey

Lessons do not always build on each other, so therefore there is not always a clear picture for the children. This is particularly so in Maths, due to teacher subject knowledge. More work has been done this year. The school is part of the Solent Maths Hub. EW asked whether the children are aware of the 'journey' they go through in their learning. They are and the improvement has been shared with a wider audience, including parents, with whom a ten-week plan was shared and children during assemblies. Another ten week plan with a focus on writing is about to begin.

Planning is being supported too – Sarah is running regular clinics to support teachers in this. There are appraisal targets, which will be shared with governors. Questions are included at the end of each action, so it is clear whether milestones have been reached.

Target 2 – the learning environment

There is now a clear expectation for teachers on what their classroom should look like. There has been training and teachers have visited each others' classrooms. It is important that classroom resources are used during lessons, so that they are more productive. A lot of work has gone in to setting this up and it will be monitored throughout the year.

Target 3 – feedback to pupils

This has changed a bit for teachers. There have been workload issues – a lot of books are marked outside of the classroom, but this is not necessarily meaningful. A lot more marking is taking place in lessons (the pens used reflect when the marking is done – green in class, blue outside). The impact of marking is then clearer. This too is being monitored closely.

Target 4 – achievement in writing

This is a key target which has come out of data analysis. Writing has not seen as much progress as Reading and Maths. Handwriting and spelling are slowing the children down. Kinetic letters are being introduced (there is a training day on Friday) as it has been shown to be very effective in other Hampshire schools. With regards to spelling, the work started last year will continue as there has been good progress following on from the previous years.

Page (6) of the SIP includes some pupil progress trackers. Children should be meeting their expectations each term. The head teacher's report will show these figures. Page (7) includes milestones, which are another way of looking at the expectations and should show progress throughout the year.

Signed
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Priority 2 is to improve leadership and management, ensuring that there is an accurate understanding of the quality of teaching and learning and that the evaluation of this impacts on pupil progress.

Target 1 – accurate and effective monitoring.

This is now much stronger. At the last meeting it was felt that this was not yet cascading down to show progress being made, but now there is a much more accurate picture.

Target 2 – effective assessment to make accurate judgements (p9)

This includes looking at prior attainment.

Target 4 – accurate evaluation of progress being made by disadvantaged pupils (p9)

A key group here is white British children on FSM. Even though their results are improving, the gap between them and other groups is not diminishing. PC has developed a plan, which looks at key areas that need to be addressed. This will need updating and RT also needs to complete a new learning walk.

Out of the SIP there are three main targets:

1. Monitoring and evaluation (feedback in Head Teacher's report)
2. Writing
3. Disadvantaged pupils (RT learning walk)

It was suggested with regard to Target 2 (Writing) that a governor come into school at the beginning and the end of next half term to see the improvement in writing and the progress made over time.

[7.09 – PC left the room]

EW offered to come in straight after half term and again straight after the Christmas holiday. Governors were asked to let the school know if they were interested in any other topics.

[7.11 PC returned]

DH asked how governors are made aware of the reports in line with the milestones as outlined in the SIP. There is always a Governing Body meeting after the milestones are looked at and evaluated, so governors need to make sure that they are reported on. The SIP could be looked at in the first part of term with the head teacher's report after half term focussing on the milestones. If governors evaluated the report against the SIP and the milestones a good picture will emerge.

The learning environment will change throughout the year – the milestones will look at the way pupils make use of them. DH and ST could look at this at their regular 1:1 meetings.

The Teaching and Learning Committee could look at marking and the impact it is having. It could become an agenda item. The phase leaders could also have a discussion with the children on how they feel about marking. It would be interesting to have the child's voice included. LS suggested having a governor sitting in when a phase leader is talking to the children and she would be interested in doing so. This happens on a Wednesday afternoon

Signed

Chair of Governors

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and ML will email her when it happens. DH asked whether this could be completed between now and January 2018, so governors could have feedback in February.

08. KS1 AND KS2 DATA

The key information is on one sheet and this will be monitored throughout the year. It was pointed out that this is historical data as all the children have moved on. The bio-charts are taken from the Family Fischer Trust.

The colours indicate the following:

- maroon – Foundry Lane
- red – local authority
- black – the national picture

For each area of the school's key measures the percentage of pupils reaching a particular milestone is shown and, more importantly, the progress they've made.

Early Years. There are two different measures here. One is GLD ('good level of development'); the children have to meet expectations across various levels, including maths, language and communication and personal and social development) and the other 'National Curriculum Readiness.'

The school is particularly focussed on writing – this year has seen a key improvement and the gap between boys and girls has closed. The school is now more in line with the national average. ML asked why and it is due to curriculum changes and targeted inputs. On entry the school is below the national average, but in other areas it is in line with it.

The numbers mean the following:

- 1: working below expectations
- 2: working at average expectations
- 3: working above expectations

The average point score has fallen back slightly, although there has been an improvement in writing. The attainment on entry has also fallen, particularly in language and communication. This has an effect on Reading and Maths. A project called 'Blast' is being used. EW asked if there was any correlation between the lower attainment and the number of different nationalities in a class. There is none. There is an issue with a group of 6 children who do not seem to fit in with any grouping. There is also a focus on summer born children as they are not meeting their expectations and are weaker than the others.

The school does its own base-line assessment on the children on entry, which is a non standard assessment. The government has also introduced one and the plan is to have a new assessment in three years, which will go from school entry through to KS2 to check attainment.

KC asked what the engagement with parents is like prior to school entry. ST said that lots of children visit the school once or several times before starting and there are also home visits. There are parent workshops at the beginning of the children's' time at school. There were some sessions in July which were very well attended. The parents of disadvantaged / EAL

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children are contacted, but it is sometimes hard to get them to participate. There is a difficulty in having children from lots of different pre-schools, so there is a lack of consistency.

The school has hosted 'early years' events for all the pre-schools in the city. The schools come as well, so it is possible to liaise on the children going into their schools. ML asked if some children do not attend a preschool at all. Quite a large group of children don't. There is a group of East European children who do not, as this is a cultural thing. Foundry Lane is talking to other schools within the Trust on language on entry. Socially confident children will take on English much more easily than those who are less so. It also depends on how many other children speak the same language.

Year 1 phonics has had a big impact. The school was below the national average for the past 3 years, but it has now changed its approach so there has been a strong year on year rise. There is also a rise in disadvantaged pupils, but the gap has almost disappeared.

KS1. The children are above the national average in all areas. There has been a similar rise in the school to that in the national average. The combined measure of reading, writing and maths is important and this gap has decreased to the national average. There are some children with a big gap in one area. This has a big impact going forward as they are compared with other children on their progress.

KS2. The results were very strong last year. The attainment is roughly the same as last year, but the gap with the national average has decreased with regard to reading and writing. In maths the school was looking at more able pupils but again the gap with the national average is diminished.

OFSTED will look to see if this is a trend, so it is important that the gap does not get smaller. It is therefore important to focus on progress. The combined measure is again very useful and has seen a slight decline this year.

PROGRESS MEASURES

Each child has a progress score. All children who got the same level at KS1 are looked at to see what they achieved at KS2. This is used to work out an average score and then those falling above or below it can be identified, e.g. Maths is 1.8 points above the national average.

On a day to day basis there could be something that impacts negatively on progress. The bigger the group of children the less impact any negativity has. This is also a consideration in looking at the results. Some individual children also have a big impact.

Reading is 1.7, down from 2.3 last year. However, this is still above the national average. Writing is 0.2 and Maths 0.4. Some children had a score of -16. This can be because of a statement – this year had 4 statemented children in one year group – all of these children got -15 or -16 as they were not able to sit the test (ML told governors that some of them did in fact do a KS1 test in agreement with their parents to help their self esteem). In order to balance this out, other children need to achieve +2 or +3. When these four children are taken out of the equation (see 3rd column) there is not too much impact on reading (which stayed the same as last year), maths is 0.4 (with the national average being 0.8). Writing is 0, which is in line

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with the national average. Progress is made, but it is also important to look at individual pupils.

DH asked whether OFSTED would recognise the differences made by a few children and accept the explanation. ST thought so as the school can demonstrate how it arrived at the figures. This is not something that can be done each year, but this year it would be justified.

SEN pupil progress and provision was discussed with Lynn Ross and a learning walk should follow up on this. Monitoring is done by CB for the children's IEPs and this is reviewed termly. Their targets at the beginning are on a numeric scale, which is very important for statemented children as some of the progress they make is very small. This allows each step forward to be shown.

09. RESOURCES COMMITTEE INCLUDING BUDGET REVIEW AND HT APPRAISAL

DW is the new Chair of this committee.

The committee remit has had a few changes. The HT appraisal was discussed as this is due in November.

[PC left the meeting 7.49]

When reviewing the school finances against the budget, nothing major came to light. Overspends can be explained as one-off expenses. The catering costs overspend was discussed with Gary during the midyear budget review.

A number of policies were reviewed and the Pay policy and Grievances policy will be looked at in more detail and agreed at the next meeting.

[PC returned 7.52]

Lettings – there is still no lettings officer. ST said that an existing member of staff has come forward willing to take on the role, but a decision needs to be made to decide whether to continue with lettings at all. The staffing costs and hidden costs (heating etc) all mount up and it might not really be financially viable, as they may exceed a single letting. Another issue is that lettings are currently covered by current staff on an overtime basis and if there are any issues with a letting officer this could be problematic.

Extra space – the portacabins proved to be too expensive as there were other costs to be taken into consideration. Nigel is looking at a conservatory as extra shelter.

The grant application for the playground play structure was unsuccessful, but the quote has been reduced and the school can now afford to go ahead (work starting 23.10.17) with funding of £8,000 provided by the Friends. It will be hugely beneficial for the children.

There is an issue with some trees, the branches of which are resting on the roof. It is unclear whether SCC or the school have to pay for work on them. SCC has quoted a large sum to do the work, but Nigel is looking at cheaper options. KC pointed out that the school needs to check whether the trees have tree preservation orders on them first.

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Staffing is broadly in line with budget. It is currently showing an under spend but after half term there is one day supply per week to be paid for. This will continue into the New Year and the same person has been appointed to give consistency for the children.

Premises- The water bill has been kept at its previous amount, but the school is checking to make sure that all water meters have been taken into account.

Supplies: Kinetic equipment could cost around £18,000, but the school has ordered £3,000 to get started with. The government has agreed to increase sports premium provision. EW asked who decides how it is spent. This is something governors need to discuss because how it is spent and its impact need to be shown in the same way as pupil premium funding.

Overall the finances are moving in the right direction – the deficit was budgeted at £33,757 and the school is now looking at £26,919. It was pointed out that it can apply for the school hardship fund again next year.

LS asked whether the swimming lessons at Shirley Pool are the cheapest option. It is the easiest in terms of proximity and the school does not need to pay extra or make arrangements for lifeguards, which was sometimes an issue when using the pool at Regents Park.

10. SIP ANNUAL VISIT

[EW left the meeting 8.09]

This annual visit replicates a one day OFSTED visit – the SIP meets with governors, phase leaders and the management team, looks at the SIP and the annual self evaluation as well as safeguarding.

Key findings are that:

- Lynn Ross agrees with the school's judgements on attainment (up) and progress (down)
- The school has embraced change and there is a commitment to make further improvements
- Learning Walk reviewed Maths teaching. The Maths Hub is at an early stage, but there is more consistency. The impact of things that had been put in place could be seen. There was no inadequate teaching and Lynn Ross could see the areas of improvement and variation in teaching. The phase leaders are proactively involved.

However ST challenged the point made about how the phase leaders supported their teams. Lynn Ross felt that this support now needs to be more towards challenge. The school feels that her wording on this point does not do justice to the work and attitude the phase leaders have.

[EW returned 8.13]

Lynn Ross also met the 5 NQTs and looked at their provision. She was very pleased with their induction and the support they have been given.

On a more general point, the role of the LSAs came into question during the learning walk. They need to be flexible and help a whole class, not just individual children. This was not happening on the day.

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Conclusion:

ST acted quickly and she could see the changes in place and the increased capacity for improvement. In an OFSTED cycle, the school is now in the second phase (The OFSTED cycle is around 4 years and it will be 3 years in April/May since the last visit). In order to be judged 'good', further work is required. She wants the school to look at its school evaluation as the rapid improvements of the past 12 months need to be included.

Key Actions for the Governing Body:

- define the role of the phase leader
- look at the tracking of SEN children
- continue to improve teaching and learning
- look at writing
- monitor progress in Maths
- look at closing the gap between disadvantaged and other pupils
- continue to improve effective governance

Lynn Ross does not make recommendations for support for the school anymore (medium or light touch). The report goes to another group. However ST would like to remain in medium support due to the impact this has had over the past 12 months. DH pointed out that a lot of monitoring is due for the end of the autumn term – if Lynn Ross comes again in the spring, she will want to look at that and it would be good for governors to have an update before that.

Governors who came into school on the SIP day were thanked.

11. TEACHING AND LEARNING COMMITTEE

Data and SIP have already been covered.

RAISEonline no longer exists and has been replaced by ASP (Analysis School Performance). HA and ST will be going on a course to enable them to understand this.

Safeguarding: Nigel now has all governor email addresses and will be sending out an email to complete an online 'Keeping Children Safe in Education' course. Once completed, please print out the certificate.

12. PARTNERSHIPS

Trust: the pace has stopped. At a meeting of Trust head teachers in the summer the financial position was considered. As there are a number of deficit budgets within the group, Academy status would be rejected at this point. At the moment everyone is happy to review this in 12 months' time. All head teachers agreed that if the model is not changed, then in order to improve the existing model, support to each other should be increased.

The role of the Trustees is to be looked at. A remit needs to be drawn up for them so they know what is expected of them.

Signed
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In demonstrating support between schools, peer-to-peer support is increasingly effective. There is a whole Trust training day in two week's time, sharing the knowledge of a specialist Maths teacher with St Marks and St John's. Peer evaluation is taking time; therefore each head teacher needs to book a learning walk at all schools within the Trust to get a better picture of each other. This would greatly strengthen the partnership. ML asked whether phase leaders should also be part of this – this would be a good next step. DH agreed. Governors felt it would be a good idea for governors to be present when (some of) these learning walks take place – one is due 7.12. Regents Park came in for a learning walk on Maths, could it come in again for writing or perhaps another school.

13. OFSTED

The school's self evaluation would be a key piece of evidence in any inspection which takes place in the next 12 months. The outcomes are between 'good' and 'requires improvement' and the school needs to show how the progress made is 'good'.

The quality of teaching 'requires improvement' and needs to move into the 'good' category in the next year. It is not yet consistently good. The self evaluation will be looked at during the next GB meeting. Governors also need to look at compliance documents.

14. SAFEGUARDING

The safeguarding audit has been completed. The governor section, in its draft form, was shared at the last full GB meeting. All governors need to do annual training.

15. TRAINING

DW / KL have been on governor training / briefing

DH has had two sessions on 'Leading your Governing Body'.

The subscription to Newport Training includes two free governing body training sessions. Suggestions put forward were: preparing for OFSTED, Measuring impact and Monitoring the quality of teaching and learning. Safeguarding is covered by training at Freemantle. With regard to timing, governors felt training on Monitoring would be good for the spring term, with OFSTED training in the summer term.

[LS left the meeting 8.37]

16. AOB

- Action tracker already covered.

- Dignity & Respect Charter. There have been a few instances recently in school with confrontational behaviour. The charter has been put together to make the expectations of all those who come onto the school grounds clear. The incidents were between parents but also parents and staff. The Charter has already been mentioned in the newsletter and will then be printed in its entirety once agreed. If governors have any comments or amendments, please let KL know before half term, so it can be published straight after. PC asked if social media should be mentioned, but there is already a social media policy.

Signed
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DH asked if it would be read if it was in the newsletter. It was suggested it also be included in the induction pack for new parents. Another suggestion was asking parents to sign it during parents' evening (and sending it out for signing for those not attending). PC thought that some parents may not be happy at being asked to sign it. Perhaps governors could be present during the evenings to offer an explanation if necessary. It should also be printed and put up around the school.

Parents evenings will be renamed 'pupil progress meetings' – perhaps a governors' surgery could address other concerns parents have.

During the year a staff, pupil and parent questionnaire is planned – samples are available and DH will look at the parent one.

EW asked who looks after the web site and suggested she looks at it with KL.

ML pointed out that the children on the School Council have not attended a Governing Body meeting in a while.

There being no further business the meeting ended at 8.50,

Date of next meeting: 12.12.2017

Signed
Chair of Governors
Dated