

MINUTES OF THE GOVERNING BODY – FOUNDRY LANE PRIMARY SCHOOL

TUESDAY 24th MARCH 2015

Governors present: Tony Croft (Chair) [TC] Janet Taylor [JT]
 Marie Spencer [MS] Liz Smith [LS]
 David Higlett [DH] [*arr'd 6.40*] Kathryn Lugg [KL]
 Claire Fyvie-Rae (CFR) Paul Candy [PC]
 Robbie Turkington [RT] Andrew Tindall [AW]
 Anne Webster [AWe] Cathy Baggott [CB]

Associate Governors: Sean Taylor [ST]

Others: Jack Davis [JD]

Clerk: Elisabeth Ruggles

01. WELCOMES AND INTRODUCTIONS

Cathy Baggott was welcomed to the meeting as a new Staff Governor. She knew most of the governors, so introductions were kept to a minimum.

02. APOLOGIES

There were apologies from Andy Withers, which were accepted. Nothing had been received from Neil Maddock.

03. DECLARATIONS OF INTEREST

ST – Item 11 (HT appointment). This item was moved to the end of the agenda.

CB signed the Register of Business Interests.

04. AGREEMENT OF PREVIOUS MINUTES

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

05. MATTERS ARISING

- SWOT Analysis: The adjustments from the previous meeting had been added to the analysis and sent out with the agenda. Governors had nothing else to add. It was mentioned that a previous threat was new teaching staff; however, the new members of staff who have been appointed are very good.

06. HEAD TEACHER'S REPORT

ST offered to answer any questions in AW's absence, but there were no questions.

Signed
 Chair of Governors
 Dated

07. FINANCE & PERSONNEL COMMITTEE

The two people who were outstanding have now completed the competence matrix. There is nothing fundamental to report on the current budget.

The draft budget plan looks fine, but the school now has to await the comments from the Finance Officer due on April 1st. There are – as is always the case – a few funding ‘unknowns’.

Benchmarking data: Foundry Lane is average compared with like schools.

08. COMMUNITY & FACILITIES COMMITTEE

Nigel is disappointed with the amount of money that has been spent on maintenance and repairs, but this is still below the amount historically paid into the maintenance SLA.

There were no questions.

09. CURRICULUM & ASSESSMENT COMMITTEE

The meeting looked solely at SEN. There have been considerable changes due to the new SEN Code of Practice, which came into force in September 2014. First, there have been changes to the way children with SEN are assessed and this should result in a greater involvement of the health services. This increased co-operation is starting to be seen now. Secondly there have also been changes to the way children are identified. There are now SEN and EAC plans.

Nationally these changes might lead to a decrease in the number of SEN children on the register, mainly those children who are not SEN, but who are on the margins and who need some sort of intervention to help them achieve/

DBS checks: The Governing Body has decided to review these every three years. However, if governors are not coming into school and interacting with the children, then they are not really necessary.

There were no questions.

10. PARTNERSHIP UPDATES

There have been moderation meetings. The SEN, EAL and coaching projects are running well. Foundry Lane is involved in all the projects and other schools are involved in some, but not all projects depending on their focus. Yr3 children are working on a ‘Reading into Writing’ project with Banister Park and the author, Ali Sparkes, is coming into school after half term.

Regents Park wants to organise the Olympics as usual, but it would like to change the activities a bit.

Signed

Chair of Governors

Dated

At the end of June there will be a Science Day at Regents Park, together with St Mark's, Freemantle (all schools with a Yr6) and Solent EAP.

11. HEAD TEACHER APPOINTMENT – Update

Moved to the end of the meeting

11. PUPIL PREMIUM CASE STUDIES

OFSTED will want to see the provision that has been made for Pupil Premium children. Schools which have already been inspected have suggested that case studies would be useful. MS took governors through what she has done for a range of children in her class.

The front page of each folder gives a pen portrait of the child, e.g. behaviour issues, ability, the involvement of outside agencies, medical records, Boxall profile, emotional literacy grid, work samples and previous reports and a half termly intervention planner. For an able child the information might also include a copy of the able child register and the interventions used to keep him/her in the able group as well as work samples. It gives a real picture of a child, who is then not merely a number on a graph. JD said that she also includes extracurricular activities. Teachers at the moment are building on the information that they put in the folders. Rather than talking with OFSTED about the systems, they want to concentrate on the impact. PP children also have a record of all interventions, when these happened and show what point score increased or decreased by.

KL felt it would be very useful to have such a folder for each child. All SEN and EBD children have one and it is very useful when discussing their move to secondary school. The folders are also good to evidence distributed leadership in each phase. There is a lot of cross over between Able + PP children and SEN + PP children. RT wondered if OFSTED would want one folder per PP child. MS said that the school can pull up this information for each child from the system and if each child had its own folder it would just be duplicating what is already readily available. CFR said that the school she works at was pulled up on the fact that it did not have a folder for each child and so it now does have this information in a folder per year group. ST felt that having this information available means that the school – and not OFSTED - is in control of the conversation about the children.

CFR asked if this information part of the information OFSTED requested before visiting the school, but ST said it probably waits until it is at the school to see this type of data.

12. DATA – GOVERNORS' DASHBOARD

OFSTED has provided summary data for the school, which shows the data used in league tables (that set against age related performance is the most important).

KS1: Foundry Lane would like to be in the middle quintile with regard to the number of pupils achieving Level 2. This is largely where the school came out, although in Writing the

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Chair of Governors
Dated

school is in the 4th quintile, but the attainment is still in line with the national average (most schools get between 80-88). All three subjects show an increase in results.

For attendance the school is in the second quintile.

When Pupil Premium children are looked at the gap is closing in reading, the gap was closed in Maths last year, but the gap in writing is the largest so this will be focused on.

KS2: The school is looking at the more able children, Maths and where there are three levels of attainment taking the child to a Level 4. When looking at grammar, reading and maths the school is moving into the top 40% of all schools. Attainment is nowhere less than the national average. When looking at progress, the school is moving into the top 20% of all schools, which is very pleasing and no figures are less than the national average.

Pupil Premium children saw that the gap in progress in reading, writing and maths has been closed across the board. When looking at attainment there is still a gap and maths will be a focus. CFR asked if this is done at the end of KS2 and if so, what is looked at in Yr5. Each term the phase leaders look at attainment and progress and so do staff to see if intervention is needed or the curriculum adjusted.

13. SAFEGUARDING

This has been discussed during 1:1 and at all committee meetings. There is nothing to report.

14. TRAINING

KL has next terms training schedule from Newport, which she will email to all governors.

There being no further business, the meeting ended at 7.10. ST left. Governors discussed the Head Teacher appointment (Agenda Item 11).

Signed
Chair of Governors
Dated