

MINUTES OF THE GOVERNING BODY – FOUNDRY LANE PRIMARY SCHOOL

TUESDAY 9th OCTOBER 2018

Governors present:	Sean Taylor [ST]	Marie Loftus [ML]
	David Higlett [DH]	Kathryn Lugg [KL]
	Andrew Tindall [AT]	Robbie Turkington [RT]
	Debbie Wyatt [DW]	Liz Smith [LS]
	Emma Wareham [EW]	Cathy Baggott [CB]
	Jack Davis [JD]	Paul Candy [PC]
Associate Governors:	Helen Aldred [HA]	
Other:	Clair Phillips [CP]	
Clerk:	Elisabeth Ruggles	

01. APOLOGIES

There were no apologies and all governors were welcomed to the meeting.

02. ELECTION OF CHAIR AND VICE CHAIR

ST nominated David Higlett as Chair. DH left the room and was unanimously voted in as Chair. On his return KL nominated Robbie Turkington as Vice Chair and was seconded by DW. RT left the room and was also unanimously voted in as Vice Chair.

03. COMMITTEES

Teaching & Learning Committee: David Higlett, Helen Aldred, Cathy Baggott, Liz Smith, Paul Candy and Jack Davis.

Resources Committee: Andrew Tindall, Emma Wareham, Marie Loftus, Kathryn Lugg, Robbie Turkington and Debbie Wyatt.

04. DECLARATIONS OF INTEREST

The annual register was handed out to be signed by all governors as a legal requirement. There were no declarations of interest for any agenda point at this meeting..

05. AGREEMENT OF PREVIOUS MINUTES

One amendment (p3, agenda point 6, final sentence): *delete* 'This role will help with Lynn Ross' and *insert* 'This role will help support English leaders in driving the subject forward.'

With this amendment the Minutes were signed by the Chair as being a true and accurate record of the meeting.

Signed
Chair of Governors
Dated

04. MATTERS ARISING

AGENDA ITEM GB MTG 17.07.18	DECISIONS / COMMENTS	UPDATE
(04)	Scooter / bike permits have been changed slightly	Use of bikes and scooters is being monitored.
(04)	A new governor is required	2 applications have been received from YrR parents. PC term as staff governor is coming to an end and this needs to be advertised.
(05)	The roof situation – RT's letter to be sent off	SCC has set aside money to do the work. A time needs to be scheduled. NP continues to put pressure on SCC. It will be included in the CDC survey.
(06)	Lack of resources	LS has spoken to Friends Chair. Initially it was thought there would not be enough money to fund laptops, but there is now a package available which makes it more affordable. LS has followed up and now KL will take it to the Friends AGM.
(06)	DW would like to have termly e-safety training	e-safety will be covered in a Newsletter each half term.
(06)	It would be beneficial if a governor could talk to the children about Maths	Covered under Learning Walks.
(06)	Governors would like subject leaders reports to show how children are enthused	The policy has been changed to reflect this. The reports are built into the Teaching & Learning committee this year. DH and ST have discussed feeding this point back through the head teacher's report.
(08)	Fair Access Protocol	There were no further comments so it has been fed back to the LA. ST is the Chair for any issues on this point in the Trust.
(14)	Letters to be sent out	The letter to Yr6 has been done. Outstanding still are letters to

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		Shirley Warren and all staff. These need to be done by 12 October.
(14)	Staff Survey	Covered under matters arising

- LEARNING WALKS: A focus is to be agreed and governors to sign up.

LEARNING WALK	WHO INVOLVED	WHEN
Health & Safety	EW to liaise with ST and NP. She will also be involved in the CDC survey.	
SEND	CB and PC	Three times a year; 2A and 3B
English: specific focus - writing (low prior attainment writing 2C at KS1), Yr2 - Yr6	ML and JD	Monday 10 Dec (pm) and the beginning of July
Maths: focus either PP progress or KS1 higher attaining pupils	DW and Sarah Clifford	1B and 3B (after 10 July)
EYFS		8 November meeting with Lynn Ross and early years specialist
Pupil Premium children: focus on provision or intervention	RT and PC	1B early on. Check LR notes prior to walk; looking at parental engagement.
Behaviour		
Safeguarding	Working party: LS 1-3pm (1.11.18), CB involved in twilight session as SENCO. JD can look at lunch-time changes - ML said she would see a big difference. AT did a review prior to the changes; RT said lunch-time observation was needed prior to reviewing the changes.	External review/audit

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KL to type up a schedule with all timings. ML pointed out that the provision for more able pupils should feed into each walk (but particularly in Maths), as should quality of teaching.

DW asked if a pro-forma should be followed, or whether governors just wrote up their report. RT felt it would be a good idea to have a crib sheet on what to expect initially. Staff should be asked to help identify priorities.

- 8 Nov - Lynn Ross visit. RT can be available either at the beginning or the end of the day. It would be helpful to have a governor available for feedback at the end of the afternoon. DH will try to be in school all day.

- 15 Oct ASP training: This stands for Assessing School Progress and replaces RAISEonline. The schools data team are doing some bespoke training for the senior leadership team and any available governors.

- 19 Oct Safeguarding training: As there are very few non staff governors available, Karen Grove is offering a twilight session for governors on 1 November. DW, EW, JD and LS are able to attend. HA asked DH, AT and RT if they would prefer another date as this can be arranged. RT felt it might be useful to wait until after the audit, but the training that is being offered is statutory, following on from recent changes in legislation.

- Staff Survey: This was discussed at the end of last year and the school is on the process of putting one together. Governors were asked if they wanted to see it before it was distributed and/or see the results. Governors want to see it and it will be sent out by email for comments.

The survey is about staff wellbeing. ML asked governors if they were clear on what they wanted to gain from the survey. PC felt the survey should offer a chance to be honest, without getting bogged down with general problems that come with the job. ML wanted open questions, with boxes for comments. CP felt it would be a good idea for a staff INSET day. LS thought it was very important that the survey be confidential, but perhaps have an opportunity to address individual issues. AT pointed out that the school needs to appreciate that not all feedback might be complimentary and so comments need to be untraceable. KL said that surveys using 'survey monkey' are anonymous and the results are also analysed. LS asked if the survey would go out to all staff. That is the plan. CB and KL are following some training on staff wellbeing, which is being put into practice at the moment.

RT wondered if the survey should be sent out by the Chair of governors. ST felt very uncomfortable about this as it felt negative towards the school leadership team. CP stated that staff leaders are concerned about staff wellbeing and so the survey had to come from both the senior management team and governors. Staff wellbeing is important as improvements will come from it.

CB has information from educational psychologists, which she can share. CB and HA hope to have the survey completed by Thursday evening (11 Oct) and all governor responses need to be received by Tuesday 16 October. DH and RT to have the final say. Staff also need to complete the survey by Thursday 1 November.

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It will be an agenda item at the next full governing meeting, but will be discussed at committee level too. Both meet within two weeks of the final date, 8 and 15 November respectively, and will look at the results.

07. CHAIR'S FEEDBACK

This to update governors on DH's 1:1 meetings with ST.

Lunchtimes: The change brought initial challenges, but the school engaged with individual parents, who had concerns. This was appreciated by those concerned and concerns are now decreasing. Nevertheless, adjustments have already been made to address some parental concerns - YrR and Yr1 have more than 45 minutes for lunch as they are going across to eat their meal earlier. Reported incidents are now down to a third of previous reports.

KL has had a few emails from parents, stating that the mindfulness exercises are having a positive effect on their children as they are now calmer at home. Some classes are doing more reading and others have more PHSE/circle time, when they come in after lunch.

- Medicines Policy, particularly the administration of medicines in classrooms. There has been no change to the policy, but DfE guidelines have been checked.

- Exclusions: There has been a half day exclusion this half term. The child has been monitored and other agencies are involved. Certain strategies are also in place.

- A potential concern has been raised which could have safeguarding implications if not addressed; action has been taken with training put in place. This will be reviewed within an agreed time frame.

- Interim review of ST appraisal. A focus is to push forward the leadership team and to use the extra 15 minutes to ensure maximum use of time. There are challenges surrounding reading and writing, particularly for Yr1 whose baseline was very low. YrR will be looked at in detail to give an understanding of the challenges there.

There is a continuing need for a SEND focus, and this will be one of the ten week projects.

14. SAFEGUARDING

Confidential item - see sheet.

Governors challenged the school to review safeguarding in school. Karen Grove has been involved in a number of actions relating to the climate of safeguarding in school as well as giving statutory training.

The role of governors in disciplinary hearings requires an update. Karen Grove will do some training.

An audit and an external review will be done. Changes to the new 'Keeping Children Safe in Education' have to be incorporated. An updated safeguarding policy has been in place since 3 September 2018. This was handed out to all governors. The biggest change in this policy is personal responsibility. Even if a concern has been passed on, it is the responsibility of the individual to make sure that something happens and it is followed up. Generally speaking staff pass on concerns to the leadership team, who in turn pass it on to the LA. However, it remains the responsibility of the initial person to make sure it is followed up.

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Chair of Governors

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RT is aware of the sensitivity in reporting safeguarding concerns, but it is important to have the right balance between responsibility and treating individuals fairly.

13. OFSTED - Clair Phillips

CP is a governor at an Infant School where there was a recent OFSTED inspection.

The biggest change was the focus on safeguarding; 20 minutes of the 40 minute talk with governors covered this. The inspector (who in turn was being inspected by an HMI) focussed on safeguarding as covered in the list handed out to governors. There were six governors in total at the interview. Staff governors were not allowed to be part of the discussions as they were all senior leaders.

Governors were asked what happened during assemblies - how did the school know which parents were on site. EW pointed out that perhaps a designated safeguarding governor was required. Some governors have safer recruitment training. DH went gone through the central register with KL last academic year. It does highlight the need for all governors to be aware of safeguarding at all levels. The inspector also asked to see the governor training log.

Curriculum & Assessment: The school was the 4th week into the school year. The inspector wanted to know what the targets were and why.

At this school, governors are divided up into strategy groups for different subjects with three governors per strategy group. The governor action plan is based on the SIP and the strategy groups. Monitoring notes always included a point on safeguarding. In the meeting with the Inspector, the word 'we' was used to show the Governing Body has a strategic overview. Governors need to be able to talk about learning walks etc. Subject leader interviews could just take the form of an email.

The purpose of a one day OFSTED inspection is to determine whether the school is safe, what the future projections are and ways to resolve short term problems and issues.

ML asked if Lynn Ross' visits were conducted in this way - her annual visit follows this format. In July the school went through a mock OFSTED visit and went through what would be good answers to various questions. KL thought it would be useful to have information on PP children as well as English and Maths. LS felt a folder with evidence would be good. CP said governors did have this, but did not refer to it. The most useful thing was that governors were able to meet prior to the meeting, although there is not a lot of time to arrange this as the phone call comes the day before the visit. It was important that governors wanted to have proof of everything and that they did not just accept what the school said without seeing evidence.

CP said a full Governing Body learning walk was also something she had done at this school All governors split into small groups and so were looking at different things. They were all introduced during assembly. Governors felt this was a good idea, as the children really have no idea what governors do. Just coming in for one hour gives a good insight into the school.

10. EYFS DATA - CLAIR PHILLIPS

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Last year's cohort came in at a very low level so the EYFS data dropped significantly. This is one of the reasons why Lynn Ross is bringing in an early years specialist so the data can be looked at.

The school has good levels of development tracking as can be seen from the handout, handed out at the meeting, dating from 2012 to 2018.

The last three years has seen a change in the cohort. In 2015 -2017 the cohort was just below the national average, but in 2018 the cohort was further below the national average (62%). This did not come as a shock, but the year group needs heavy tracking to make sure it makes sufficient progress. The national average is rising steadily, so there could be a 10% gap between this group and the national average.

EW asked whether there was any reason why the national average had gone up. Whenever a new measure is introduced, it always goes up. CP pointed out that the data is very accurate - it is moderated and the level is not given unless it has been achieved. There is no national data available yet, and CP has to prove that this year is a one-off year and the results will improve next July.

There are four areas of development which have seen improvements:

- Moving and handling, mainly due to the kinetic letters programme
- Understanding of the world (this is due to the provision)
- Technology. A lot of information from the families and home life was used to gain a picture. The level is high.
- Expressive arts (making and imagination)

More has also been achieved with EAL learners this year. There are increasing numbers of EAL learners. There are also lots of summer born children. This is not necessarily a problem as they tend to have the necessary skills and will catch up on the missing year. However, the children without these skills need to be focussed on.

There is also another group, entitled 'other children'. These are boys who are the youngest sibling at home. They are either very competitive or expect someone else to do everything for them and lack self-help skills. In addition to this, their data on entry is also low.

The year group was also quite challenging in itself, with 5 children with 1:1 support. However, the number of EAL children was lower than the previous year.

[JD / PC left 8.32]

In order to look at the data and see progress being made, each age band is split into three: entering, developing and secure. The biggest percentage of children on the handout are in the red/orange bands and many are not really ready to go to school. For communication and language, many are in the entering/developing 30-50 month band, with some children in the 16-10 month band. i.e. with a minimum number of words. These have not been diagnosed as SEN.

EW asked if a correlation between pre-school settings was being looked at. Every child in the year group went to some sort of play group setting. However, play groups are also finding

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that children are less skilled. At the age of two, children are supposed to have knowledge of 200 words, but many have much less. CP has tried to compare data within the Trust, but the other schools seem to be wary of doing this.

Ideally, all children in the green and purple boxes should reach the national average targets. Those in the red and orange bands are typically below the national average, but the school needs to try to get them to the expected standard. The children in the orange band need to make accelerated progress, but it is hard to push the children in the red band hard enough. EW pointed out that any measures used for children in the orange band would still be beneficial for those in the red band.

The data for this year looks more positive. The number of children in the red band is smaller than last year's cohort.

Last year's progress data is broken down and shows that three steps' progress is typical. The top box (first page) shows that 41% of the children made four steps progress and 3% made more than that, but 13% made less. Why this is the case needs to be looked at. CP is currently looking at the children to see if there was any particular reason.

EW felt the data made interesting reading and pointed out that it makes it hard to prioritise within the classroom. CP said the focus is on any child who is not making the necessary progress, regardless of entry data and which band they are in.

KL pointed out that it was important to look at what has been put in place for these children, such as a speech therapy teacher, who comes in one day a week, reviewing the reading books and additional resources for Maths.

08. SUBJECT LEADERSHIP POLICY

This will be shared with staff when they do work on leadership. They will be assessed through appraisals. The NQTs and phase leaders are the only members of staff who are not subject leaders.

(p2) EYFS data is to be included under internal data

(Appendix 2) the timing of the pupil voice will depend on the subject and focus

CB proposed this policy and was seconded by M. All governors were in favour.

16. AOB

Social Networking Policy: This reflects good practice – what can legally (not) be said. HA and t would like governors' thoughts on the current policy to see if changes need to be made.

CB told the meeting she was the designated teacher for looked after children. In her report to governors there are currently no looked after children attending the school. There are a few previously looked after children in the school (i.e. they have been adopted etc).

It was decided to close the meeting at this point due to the over running and discussion of several agenda points. The meeting finished at 8.58.

Date of next meeting: Tuesday 11 December 2018

Signed
Chair of Governors
Dated

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