

MINUTES OF THE GOVERNING BODY – FOUNDRY LANE PRIMARY SCHOOL

TUESDAY 2nd APRIL 2019

Governors present: Sean Taylor [ST] Marie Loftus [ML][7.24]
 David Higlett [DH] Kathryn Lugg [KL] [7.24]
 Andrew Tindall [AT] Jack Davis [JD]
 Debbie Wyatt [DW] Liz Smith [LS] [6.57]
 Cathy Baggott [CB] Jack Davis [JD]
 Emma Wareham [EW] Robbie Turkington [RT]
 Sid Watson-Rose [SWR][7,05] Stephanie Crispin
 Kristin Jones [KJ]

Associate Governors: Helen Aldred [HA] Paul Candy [PC][7.05]

Other:

Clerk: Elisabeth Ruggles

01. WELCOMES AND APOLOGIES

Apologies had been received from Ben Penfold. Liz Smith had advised that she would be late. Teachers had advised that they would also be late, coming to the meeting after parents' evening.

Kristin Jones was welcomed to the meeting . JD proposed that she be voted onto the Governing Body and this was seconded by EW. All governors were in favour.

02. DECLARATIONS OF INTEREST

None declared

03. 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 meeting.

04. MATTERS ARISING

- The Action List was looked at:

- RT has been in touch with HA and LS to find a time to speak with support staff; this to be rolled forward
- DW has notes on the full Governing Body learning walk
- There was a big thank you to governors who attended the SIO visit
- The whistleblowing policy has been completed
- Social media policy (including phones) is dealt with separately
- Governors have been allocated to phase leaders
- ST will decide on when would be a good time for governors to come into school – SATS week would be good
- It was decided to move the next Governing Body meeting to 30th April

Signed
 Chair of Governors
 Dated

- Fischer Family Trust is dealt with in Head Teacher's report
- A governor to look at behaviour will be arranged

- Social Media Policy, updating the use of mobile phones and reflecting the SCC wording was ratified by email. It also includes the wording that no staff to befriend pupils and ex pupils under 18.

05. RESOURCES COMMITTEE

The Minutes were given out at the meeting.

Risk assessment was discussed and the school is trying to compile a central register, with a new filing system to encourage a better culture of filing and keeping information. At the moment a number of people are responsible for certain areas (e.g. NP for site assessments, CB for behaviour) and it is hoped that this will improve organisation and communication.

NP has looked at the increasing cost of cleaning supplies. He is happy that the figure still represents value for money, bearing in mind the increased size of the school. Cleaners are still on a contract, which is not ideal.

A number of policies were discussed. The Whistleblowing policy as well as the Consent of Medicines for Parents policy was agreed.

The year end has seen a surplus of £10k in the main budget. This is less than was budgeted, due to the contracted cleaning costs and the cost of cleaning up after the flooding incident. Catering costs have increased due to a higher take up of FSM. There was a big layout for trips as many trips had to be paid for in one year.

The surplus in the D budget is to be kept there and ringfenced for expenditures, so that it does not get lost in the main budget. This D budget expenditure will go towards:

- Leadership structure
- SEN provision
- Boilers and plant work. NP thinks it is better to ringfence money for reactive maintenance (some pumps have already been bought).

ST and NP have been looking at incorporating some of the garden space into the playground. Among other things AstroTurf was considered, but this will be hugely expensive and therefore not considered further. The hope was that the work would cost in the region of £35k, but it is likely that it will cost more in the region of £55,000 as the cost of tarmacking is significantly more. NP has broken down the costings into two halves: £25k to do the playground and a further £35k to redesign the adventure playground. The Resources Committee will need to discuss this before a decision can be made.

The school is also moving the daytime entrance to Imperial Avenue for safeguarding reasons. This is ongoing. One particular child has been trying to get out of the school grounds as the midday supervisors arrive. With an entrance in Imperial Avenue, there will be a shorter journey to Reception. There will also be a second fence within the boundary with a higher handle that a child will not be able to reach. This has been costed and will be put into place over the Easter holidays.

Signed
Chair of Governors
Dated

With regard to the roof situation, a project manager has been assigned and the work will be done over the summer holidays.

KL and DW were thanked by governors for all their hard work in looking at the yearend position.

06. TEACHING AND LEARNING COMMITTEE

Phase leaders and the English team came to the meeting to update the Committee on what is happening next.

The Committee has also written a new curriculum statement – if governors are in agreement, it will replace the existing one on the website. There is also a new statement on safeguarding – any comments to HA by Wednesday 3rd April.

HA/ST met with the Head Teacher at Bitterne. As a result of this a Pupil Progress Meeting survey has been conducted this evening, which was very positive overall.

The Social Media policy, now ratified, means that the full set of policies have been finalised and are in place. The Social Media policy has been introduced to staff by governors and governors now need to introduce it to support staff, cleaners, lunch-time staff and Tiger Club. This will need to be done in three groups at 9.00, 9.45 and 11.15 on a Monday or Tuesday. KL pointed out that there will be more questions from these groups.

07. QUALITY OF TEACHING & LEARNING, INCL. SIO REPORT AND SEF

The SIO Report was handed out at the meeting. All those governors who were able to come into school on the day of the meeting were thanked. It was a very positive day, although there are still some action points that need swift attention in order to be ready for an OFSTED inspection.

There have been three OFSTED visits in the city within the past week, one of them at St Denys, who were inspected just after Foundry Lane last time.

Following on from the annual visit, the school has made sufficient progress, with the early years seeing rapid progress. CP has been working extremely hard to achieve this and governors wanted to thank her for this.

Action Points:

The current SEF was not showing enough impact.

[7.00 – SWR entered meeting]

The school has visited another school who drew up their SEF with the help of a SIO who has also been an OFSTED inspector. The SEF now follows this one.

[7.05 – PC entered meeting]

The school is continuing to improve; there is a focus on writing and more able children. EW asked for the time line and this is by May half term.. The school continues to focus on pupils' learning behaviour, by looking at self-help strategies.

Signed
Chair of Governors
Dated

The school continues to improve the effectiveness of the leadership structure. In order to prepare for an OFSTED inspection, ST met with the head teacher of a school in Bitterne to talk about a section 8 (one day) inspection. He brought back some of the things this school has done – some documents for staff to use as reference as well as a timeline on what to do once the phone call has been received. There will be a new framework in place from September. The OFSTED phone call will be at lunch-time and the inspectors will arrive that afternoon to look at the documentation so the inspection itself can start the following morning. This will mean that inspections will go back to being over two days. ST/HA feel better prepared now they have had this meeting. Governors asked for this information to be sent to them. PC said it was very useful to have it to refer to.

The main findings of the report:

- Teaching and learning continues to improve, although the variability remains
- Pupil attitudes are very positive – the LSAs are deployed effectively
- Feedback is effective and useful
- The English subject leaders were mentioned due to the ongoing work on writing – pupils would like to have more choice in writing as well as more time to come up with ideas
- Maths lessons are strong; subject knowledge is good – all staff have been sent on training courses
- Teaching of phonics is key. The school has worked with Springhill – all YrR/Yr1 staff have been to the English Hub to see what they are doing there.
- Whilst a learning walk in Yr1 was varied (one lesson was outstanding, two lessons were good), the bookwork was consistent.
- Expectations have risen in Yr2. If teaching is variable, some expectations are lower, so staff training will focus on this.
- Handwriting is good.

The early years leaders have re-evaluated their philosophy. The SIO agreed with the school's judgement that it will achieve closer to the national average. Staff morale is strong.

The evaluation of language provision is strong across the board. The school is also pleased with the valuation of the quality of teaching across the school.

Leadership and Governance

The SIO complimented governance – the levels of monitoring and challenge have increased. There is a strong emphasis on safeguarding.

The leadership team has spoken to staff on how the performance management targets are linked to the school's priorities, The staff structure needs to be developed now that the school is larger than average.

SEF: This has changed significantly. Previously a series of bullet points were introduced (this was introduced 6 years ago, by the then SIP), but in the light of inspection findings elsewhere, this style has more effect. It identifies areas for improvement, showing what is being done and what is having a big impact (and where). It will be sent out to the SIO to seek her opinion. Governors will have it to look at after Easter. If there are any questions, please send these to ST.

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RT asked whether the SIO report had been shared with SLT. He felt it was important to share the positivity of the visit with them. ST met with staff after the visit. He will speak to the phase leaders after the break - the plan is to share key points and probably not the whole report. PC pointed out that some people can respond to the report in a very personal way if they see all of it.

Overall the visit was very positive – KJ felt it was important that staff see all of these as well as the key points. Governors thanked all those who were involved.

[KL/ML entered the meeting]

08. PROGRESS AND ATTAINMENT

In previous meetings the findings of the Fischer Family Trust have been discussed and how the data is used in school. The Fischer Family Trust gather all attainment data from schools. As a charity it is concerned that all children can achieve, including EAL, recognized SEN, those with late birthdates etc.

Once they have all the available data, the Trust looks at data for similar children and at what they might achieve at their next assessment – it is not a prediction, but an estimate. It helps schools, who know the children individually. There are two estimates: FFT50 estimate (lower number on the paperwork – average 50th centile) and FFT20 (the higher number), showing if a child performed in the top 20% for a child of that type.

Findings are:

At the end of YrR in writing, a very small percentage of the children are exceeding national outcomes. By the end of Yr2 it is 20% and by the end of Yr6 it is 25-30% .

It was pointed out that the milestones are often lower than those shown on FFT data. By Yr6 the outcomes should be in line with the ranges. In Yrs 1 and 2 there is less variability. YrR outcomes are not designed to predict what a child can achieve in the future.

DH asked why the FFT targets for Yr2 have dropped. This would depend on what the targets were. The school looked at this in February and it is being updated over Easter. There are lots of areas in line with FFT50 outcomes. There are a few areas where a group of children are slightly behind: maths and reading Yrs 4 and 5; reading Yrs 1 and 2.

[HA/SC entered the meeting]

ML pointed out that Sally Talbot, who is working with children in Yr5 who are behind, has had a real impact with children in Yr4. Targeted support is to be discussed w/c 29.04.

SWR asked if the school has identified what the issue is if the figures are lower – such as variable teaching or a particular group of children. This will be looked at when the next lot of data is available. It could be that the boys are underperforming against the girls, it could be a group of disadvantaged or EAL children. Sometimes there is a cluster of underperforming children, which should be picked up by the FFT data. Their data is now live, which it was not previously. It is much better as it is linked to the school, so it is now possible to pick up historical contextual data, such as attendance, SEN etc.

It was also pointed out that there are lots of area in line with expectations.

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DH asked where the end of year milestones sit in the range. At the moment the school is aiming to get at least FFT50 in Yr6. Yr2 are also in line to achieve this. DH pointed out that it was very important to have an earlier meeting each term so that governors can set targets once the data is available.

09. LEARNING BEHAVIOUR

One of the points on the staff survey related to increased concerns about children's behaviour. Physical restraint has had to be used in YrR, Yr1 and Yr2. A child in Yr2 now has special provision arranged for September. The school is seeing an increase at a younger age of children being more challenging. There have been instances of aggression towards staff and of children trying to leave the school premises.

All the time the school tries to gather evidence to give children the support they need. It is unclear whether this behaviour is developmental or not – there are some children in Yr3 and Yr4 who were challenging, but are not anymore. The challenging behaviour in the upper years (Yrs4 – 6) has been examined, but although this is still challenging, it does not involve aggression towards staff or physical resistance.

The NEST team is well trained with the necessary skills (see handout). The children come into school, have breakfast together and an ELSA programme (emotional literacy support) is in place for them, together with people available if they are struggling in class. It has been a very effective way of working with such children.

CB has been talking to the Southampton Attendance Action Group (SAAG) about the NEST programme. It has been highly effective with Yr3 teachers. Some children have quite significant special needs and they can now access lessons independently 80% of the time.

A handout on the presentation to SAAG was given out at the meeting. A lot of mental health needs are coming to the fore. Children have been learning about meditation and mindfulness and it is helping all children, but particularly PP children and young carers. EW asked whether the parents and carers have seen this. CB told the meeting that parents have heard about it, but not necessarily seen the document. The NEST team speak to the parents of key children in the morning and afternoon most days. They can do 'meet and greet' at the school gate for school-phobic children. Initially nine children from Yr3 were involved. As there was not enough staff available for 1:1 support, the NEST team arose as a problem solving exercise. It meant the children got to know other members of staff who could help them, although some parents found it hard that their child did not have an individual key worker. However, the feedback has been brilliant. The team also liaises with Jackie Dowell, who can support parents if there are home issues. The NEST programme allows support to be ongoing. CB spoke of how all members of staff involved are excellent and able to engage with a wider range of children. The knowledge has been cascaded down through CPD sessions. The children themselves are also very positive about it.

CB has started working on data, involving a grid showing the integration of children in the classroom environment, which is filled in each day. Also highlighted are improvements in emotional skills.

KL pointed out that there is a lot of inclusive support at secondary level, but not at primary. This programme is being shared with primary schools as a possible model. CB is also looking

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at this for the transition from Yr6 to Yr7. EW asked whether the programme was also being considered for other years. It is, although space is an issue. Some suitable areas have been identified. Staffing too – there are skilled staff in KS1, but they will be engaged with one child next term. DH told the meeting that he had sat with Nicky and some of the children recently, watching her work and had found it very rewarding.

10. LEADERSHIP

This item is confidential (see separate sheet)

11. LUNCHTIMES

Information relating to this has gone out in the Newsletter. Midday supervisors and staff have also been consulted regarding their views. Two individual parents have responded, concerned that their children did not have enough time to eat. One child already has a plan in place and the other concern was actually a misunderstanding.

Governors – EW and RT - have spent time in the canteen over lunchtime. They asked children what they thought of the arrangement and they seemed happy. Both governors commented on the calm atmosphere.

The midday supervisors are positive about the new arrangements. Some changes had been made operationally and it is working more smoothly now. Behaviour and incidents remain positive. The YrR children have a whole playground to play in now.

Some people did not like the new arrangement on principle from the beginning and still do not like it now. Staff have a shorter lunchtime by 15 minutes. However, governors, taking all factors into account, found it to be the best compromise. KL proposed to keep the revised arrangement. She was seconded by ML and there was unanimous agreement.

The Newsletter is to tell parents and staff also will be told. Governors felt this needed to come from the Governing Body and not from the SLT. This will be done by Friday before the Easter holidays. The newsletter will point out that individual children will still be supported when necessary.

12. HEAD TEACHER'S REPORT

Everything has been covered in the course of the meeting. The number of incidents on the playground is being monitored. They have stayed the same, despite there being more children. There have been thirty incidents of aggression towards staff. This tends to involve children in flight. If a child deliberately injures a teacher, they are excluded.

There was a safeguarding issue involving a child with a knife in school, which had some press coverage. The school has worked with the police in that year group as well as with individual children.

There has been a rise in the number of children in school who are working with outside agencies. Three children have a child protection plan, three have an in need plan, there are nine children with multi agency involvement and eight children are currently being assessed. This is the highest it has been for some time. RT found it very useful to have this information.

Signed
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13. OFSTED

This has been covered in the course of the meeting under other headings.

14. SAFEGUARDING

As above.

15. TRAINING

A part of OFSTED preparation, there has been a review of governor training. There is a consolidated skills matrix. Please print your 'Keeping Children Safe in Education' certificate for HA.

16. AOB

Is anyone available for interviews tomorrow 3rd April?

Please can governors think if they can be available to talk to OFSTED inspectors when the time comes.

ML told the meeting that when her term of office comes to an end in July, she will seek to become a governor at Regents Park.

DH, RT, EW and JD have met to look at the Staff Survey. It would be good to have a meeting with the SLT early next term.

There being no further business the meeting ended at 8.50

Date of Next Meeting: Tuesday 30th April 2019

Signed
Chair of Governors
Dated