

MINUTES OF THE GOVERNING BODY – FOUNDRY LANE PRIMARY SCHOOL

TUESDAY 11th JUNE 2019

Governors present:	Sean Taylor [ST]	Marie Loftus [ML]
	David Higlett [DH]	Kathryn Lugg [KL]
	Debbie Wyatt [DW]	Liz Smith [LS]
	Cathy Baggott [CB]	Emma Wareham [EW] [6.47]
	Sid Watson-Rose [SWR]	Stephanie Crispin [SC]
	Kristin Jones [KJ]	Ben Penfold [BP]

Associate Governors: Helen Aldred [HA]

Other:

Clerk: Elisabeth Ruggles

01. WELCOMES AND APOLOGIES

Apologies had been received and accepted from Andrew Tindall, Robbie Turkington, Jack Davis and Paul Candy.

02. DECLARATIONS OF INTEREST

Agenda Item (08) – all staff members declared an interest.

03. AGREEMENT OF PREVIOUS MINUTES

Ben Penfold was at the meeting, but not listed.

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

04. MATTERS ARISING

- Action List:

Meeting 30.04.19

- KL has been in touch with Regents Park. The school was exempted for this year only, due to the building work taking place. The school will be used again as a voting station in the future. Foundry Lane was used twice in May, but on the second occasion, the blue room was used. SCC used Harris fencing to fence it off, meaning the canteen was still in action. SWR asked if SCC covered the cost of the fencing. They did and the school receives £90 each time it is used.

- KJ said her email address has been sorted out and her DBS is in hand. RT's DBS is also outstanding.

- All other items either complete or ongoing.

Signed
Chair of Governors
Dated

Meeting 02.04.19

- Staff survey – DH will meet with ST and RT. EW requested that this be discussed at the next meeting.

Meeting 12.02.04

- A governor joining the school for a meeting with SCC on behaviour is ongoing.
- Fischer Family Trust targets (paperwork was handed out with tables showing the data – the second table shows ‘exceeding expectations’). The FFT benchmark estimates are on two levels – the FFT50 (children make similar progress to similar pupils) and the FFT20 (children make better progress than similar pupils). The Fischer Family Trust is a charity with a contract with the government. They put in all the data, so the school is not involved in this at all. The school is looking at patterns and expected estimates. The KS1 results are significantly less as fewer pupils achieve the lower level than at KS2. DH asked why reading in Yr6 (81%) was lower than in Yr5. This is cohort specific.

SWR asked how often the data is updated. This is generally twice a year and based on the census data. It represents the most accurate national picture on schools at a given time and is a term behind. ML asked why some of the boxes for Yr5 are in red. This is because they had done well in previous years and have not quite achieved against that this year.

- Lettees End-of-Year Reports: The school asks for a report twice a year. Governors can read a brief report from judo, karate and Brownies. Judo and karate are doing well.

[EW arrived: 6.47]

Brownies are struggling a bit, but the school is giving them some support (for example, advertising the club in the Newsletter).

- Please can everyone send their ‘Top 5’ from the parent survey feedback to KL.
- There will be an attendance audit on July 10th (10 o’clock) with the EWO. Any governors would be welcome. LS pointed out that she and RT had attended the previous one.
- A governor asked if Yr5 were having support sessions now that SATs has ended. The teacher involved has had a bereavement, but once she is back in school, she will go into Yr5.

05. BUDGET AGREEMENT

DW has sent out the Minutes of the Resources Committee. The budget position is such that there is a healthy surplus this year, but the situation is not so good in Yr3 of the budget forecast. When looking ahead, income is static, but it does, in fact, vary each year. Some income is received later in the year, but the exact amounts are unknown. Universal FSM funding dropped this year due to changes in universal credit. There will be another grant to cover any shortfall, but again the exact amount is not known.

The school has been very prudent in its spending – it could have cut out many more things, giving the school an even bigger surplus, but this would have meant that things the school

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needs to move forward would not have been financed. Since the deficit budget, the school has only looked one year ahead., so it has been building up a surplus year on year.

The school is now in a position to take a longer term view and take calculated risks from a much stronger base. Since DW joined the office team, there has been a better grip on finances and financial movements. KL thanked her for all her hard work and support. It was felt that as pinch points can now be better pre-empted with appropriate adjustments made and regular reporting of the financial position to the full Governing Body.

The proposal is to agree the budget as it stands. The school is confident that funding will change in the next three years, so the third year of the budget will adjust accordingly. SEN funding should also increase, once CB has support in her role.

The details in the Minutes of the Resources Committee is very clear. DW has completed lots of analyses. The budget covers four pages, showing a surplus after year 1, breaking even in year 2 and a deficit in year 3, but measures would be taken to prevent this from happening or for the deficit to be as large as presented here.

A governor asked if the impact of the new leadership structure could be shown over the same three year period. It has been costed at £280,000, including the extra LSAs. However, the committee thinks this cost will be higher, as there will be additional expenditure such as pension payments etc. Unfortunately Gary Aldridge, who helped the school understand all the costs involved, has been off sick for the past three and a half months. It is hard to estimate what the growth will be, but income is expected to grow rather than remain flat.

As acceptance of the budget is linked with changes to the leadership structure, this was also discussed at this point in the meeting.

08. LEADERSHIP STRUCTURE

Feedback from the consultations has taken place. Only one of the unions represented attended, and did not see any issues for his members (support staff). The school is not looking to cut their numbers, but to increase the number of support staff in the school. The opinion of NEU was that it would have a 'big impact on the budget' and that there were 'too many chiefs'. Two members of staff fed back and both were positive. One member of staff had some questions, which can be answered. There is a confidence that the school will continue to be well managed.

There have been no formal objections. DW asked how it was presented to staff. There were two informal and one formal meetings, a letter with the proposals was circulated by email and it was also published on the staff noticeboard. KJ asked if it was well received. ST confirmed that staff like a middle leadership level, as this is good for career progression. This was not possible previously due to budget costs.

The SMT have asked for expressions of interest for the new roles and there has been a positive response. A year leader post is for a (non-specified) year group. There will be an interim period from September for the autumn term. The year leaders and assistant head teacher will be internal appointments and the SENCO post will be for internal and external applicants. Marie, Cathy and Claire have been appointed as interim assistant heads, so they can apply for the official posts if they wish to do so. SWR asked if this could be done legally if others have not been approached. KL said the school has spoken with HR and it is fine

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because the appointments were based on a skills audit and it has been clear and transparent. The job description means that it is only suitable for certain people. All staff can either approach the SMT or DH. ST has already had some talks with staff interested in the year leader roles. He stated that the SMT has been very transparent on why certain people have been chosen for the interim period. LS asked what the situation would be if the only internal applicant for any one job was not suitable; would the school then advertise externally, as this could create a difficult atmosphere. BP felt that it is good to retain good staff in a variety of roles. KJ felt that she could see the reason why year leaders need to be interviewed, but was it not possible to give the interim assistant heads their posts. These are open vacancies, open to all internal applicants who wish to apply. DH pointed out that there would be budget implications to be managed if a candidate was not successful in the application for their job as the previous level would be ring fenced for a certain period of time.

If the school does not appoint for an interim period, then it cannot appoint until January. The school does not want to rush into it. If it wanted to do everything in January, it would have to appoint an interim phase leader as Paul Candy is leaving. By October half term it will be clear who will be filling the posts.

Proposal: to adopt the Leadership Structure and remove the previous Phase Leader structure. The new structure will have a Head teacher, Deputy Head teacher, three Assistant Head teachers, with the inclusion of Year Leaders and two Leaders of Learning.

Deputy Head teacher: 0.2 teaching time – 0.8 leadership time

Assistant Head teachers: 0.3 teaching time – 0.7 leadership time

Leaders of Learning: 0.9 teaching time – 0.1 leadership time

1 FTE for SENCO

Governors will be involved in interviews for all posts, but not in the decision making process for the interim post candidates, as this is an operational implementation. They can be involved in a skills audit. It is good practice for governors to be involved in decision making for the assistant head teachers.

KL proposed the leadership structure as described above be accepted and was seconded by DW. Nine governors were in favour, with three abstentions.

Following this KL proposed that the budget as discussed be accepted, with close monitoring and a mid-year revision in October. DH said it would have to be tracked by the whole Governing Body. KL was seconded by DW. Total income for 2019-20 is £2,802,892, with total expenditure being £2,73,2114 with a surplus of £70,778. There was unanimous agreement.

DH thanked DW, KL and the Resources Committee for all their work in looking at the budget and its implications.

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06. HEAD TEACHER'S REPORT

Leadership & Management.

Priority 1: Improve the quality of teaching and learning so that all lessons typically create learning conditions that enable pupils to make consistently strong progress from their different starting points

There has been internal and external validation by the SIO. There has been rapid and effective improvement, particularly at the foundation stage. The quality of teaching and learning here has also rapidly improved – the percentage of pupils achieving a good level of development is predicted to rise to 68% this year, bringing this much closer to the national average. The last cohort was very low on entry, so this is significant progress.

The leadership in Phase 2 and 3 has also continued to improve – both phases will be externally moderated this half term, which will provide evidence of the robustness of assessment procedures.

[HL entered the meeting 7.30]

ST has copies of the most recent SIO report. All judgements made by the school have been agreed at both expected and greater depth. The Yr6 teaching team has a strong understanding of the standards and knew their pupils well. The texts used were rich, and used with a clear purpose. The challenge and feedback to the children had led to improvements.

Action Points:

- In some cases children are using grammatical devices without understanding the effect these will have on the reader.
- The texts used are good for writing, but other texts are needed in addition.

ML pointed out that Alison Philpott from the LA was also in attendance. On the priority 1 Milestones, the April column shows that the school is pretty much on track. The SIO felt that the quality of teaching is stronger than it has ever been, particularly in YrR and Yr2. The teaching of Phonics in Yr1 is consistent and has improved significantly.

The SIO agreed with the school's judgement that the levels of engagement have significantly improved. Some year groups, however, are still not on track to achieve their targets, such as Yr5 writing.

Children are still entering school with low levels of prior attainment, but positive action using the YrR Action Plan will ensure that this decline is arrested. DH asked whether this will close the gap between the school and the national average figures. Last year the gap was 10%; this year it is closer to 5%.

EW asked whether the output could be shown as bullet points or in year groups, to make an overview easier to see.

Priority 2: Improve leadership and management ensuring that all leaders and governors use their knowledge of the quality of teaching to effectively support and challenge staff in order to maintain high expectations for all pupils, especially those from vulnerable groups.

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There was positive data on disadvantaged pupils last year. The school needs to look at that this year. It is trying different ways to get these children and their families involved.

Personal Development, Behaviour and Welfare

There have been two fixed term **exclusions**, which have involved the same child. He has developed challenging behaviour since Yr1 and has injured a member of staff. He will be allocated 1:1 support full time. He is a serial absconder and as he managed to leave the school once, the school considered the protocol should it happen again. He now has a risk assessment and a model plan. He was able to leave the school before the gate situation was changed. The new gate is less stressful for him as he cannot abscond, which would involve teachers chasing him to bring him back to school. There is now also extra security on the day time gate.

Behaviour: All restraint-trained staff have had updated training, but SPIG (Southampton Physical Intervention Group) will also do new training in school. A number of children who have experience of being restrained, need this intervention less when other measures are put in place to support them. DH pointed out that there are more incidents, but does it involve more children. This is not the case, usually between three and six children are involved.

Playground behaviour is also being monitored, as part of the review of the changes to lunchtimes. Prior to the first half of the summer term, there were on average two incidents a day. The first half of this summer term has seen a significant decline to one incident a day on average.

Verbal and aggressive incidents towards staff is also being monitored and this is also significantly lower this term than in previous ones. This has been down to NEST, which the SIO also visited. CB has been looking at the impact of the NEST arrangements. Some children were coping in KS1, but difficulties which began in Yr3 worsened so they were hardly in class at all. The role of NEST is to try to support children to stay in class. CB has monitored the children making use of NEST. ML has also been speaking to teachers to think about what the children were doing.

CB gave out a handout. There are twelve key children. The teachers and she monitored these children every thirty minutes over one week. There has been an increase from 47% to 68% overall of children being able to work in class independently. The amount of time being distracted/distracting has dropped from 17% to 9%. A number of individual children are also illustrated in the handout.

Child 1 had 66% support in April 2019, but in December that child had 100% support. Child 2 accessed NEST 15% of the time, but this has dropped to 0% in April 2019. However that child needs to access NEST because it is now distracted 20% of the time, whereas in Dec 18 it was 0%. Provision has been made for this.

EW asked whether children are making their own decisions about needing to access NEST. CB is giving them skills in self-regulation. CB will do the same exercise in July 2019. KL suggested putting 0% in all the gaps, to make all figures and columns crystal clear.

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The Southampton Attendance Action Group has asked Cathy to make a presentation. This type of intervention is quite usual at secondary level but not at primary. It does not require a lot of funding. Part of the budget for next academic year is to provide arrangements for KS1.

The **number on roll** shows that there are three available spaces at the school. There have been two applications this week, both have an EHCP. One child is YrR, the other is on a very reduced part-time plan In Yr4 at his previous school.

There have been five requests for deceleration this year. ST has declined four and accepted one of these. There are also some asking for this for the next academic year. SWR pointed out that it appeared that the school was against deceleration, but ST said it depended on the circumstances of each case. There were two children who asked this year, but in the end went into YrR. It is hard to know what is best for the child. Some children are just not ready to start school, but sometimes it is more about the parents' needs than those of the child. There is a general feeling that a child should be in its chronological year group. It is not known what then happens at secondary level. LS asked whether the children have to make up a year. At the moment ST consults with DH on requests when required. LS pointed out that the SCC grid used is very useful; the disadvantages very much outweigh the advantages. DH suggested that a number of governors could look at this if it was felt that this would be useful. EW felt that this would be necessary only if the numbers increase significantly.

Attendance stands at 95.9% This is a fall from last year. The national average is 95.8%. Attendance is a weakness in Yr2 and Yr6. There is a small group of children with very poor attendance. The school is working with them along with the EWO team. One child has moved and it is proving hard for him to get to school. Another is an SEN child, who has attended school one day this year. For the purposes of safeguarding, a member of staff is working with that child three times a week. Secondary transition is the most important thing.

Safeguarding. A new digital sign-in system is in place. It is hoped that this will have an effect on lateness. There has been one racist incident this term.

DH asked for a report on pupils with reduced timetables or those who are home educated, but there are none this term.

09. OFSTED PREPARATION

DH received an anonymous official qualifying complaint as Chair of Governors from OFSTED. The LA were also involved. It related to a number of safeguarding and behaviour issues. Some of these were historical. DH was reluctant to give too many details as it could still become an official complaint and need consideration through the schools formal complaints process. If this was the case it was important for Governors, who may be needed to investigate the complaint, not to be aware of the details.

As the LA were involved, DH asked them to undertake a safeguarding audit of the school. This was very thorough and comprehensive. Six LA officers were on site from 8 – 18.45. They observed around the site, spoke to staff and children, as well as the administration

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team. They looked at policies on and arrangements for medicines, exclusions, coding, attendance, staff training, site safety, trips as well as other aspects of school life.

Following the audit, some action is needed on the single central register. KL is arranging this. There is also work to do on training records (particularly for non-teaching staff) and recording (CPOMS) so that everything is in one place. At the moment various systems are used in different places. EW asked how this can be done, it all needs to be completed retrospectively.

Curriculum and Administration came out very well, as did Behaviour and Safety around the site. The school is waiting for feedback on medicines etc. The report is due as soon as possible and will be shared with governors.

A governor asked whether this would have any impact on OFSTED. It might mean that the inspection will be a two day and not a single day inspection, centring on the complaint. DH told governors that once the report has been received, it will be looked at so that the school will know how to respond to OFSTED. At this stage it is difficult to know if the complaint will progress.

One other thing that came out of the audit is that a Code of Conduct is needed following the 'Keeping Children Safe in Education' policy from September 2018. The school has relied on guidance given centrally, and was going to implement one this September, but it is important to do so now. The SCC model very clearly sets out expectations for all teaching and non-teaching staff. It is linked to Teacher Standards of 'honesty, integrity and impartiality'. As well as setting out expectations, it will allow the school to challenge any non-adherence. Safer Working Practices has been used previously, but this Code of Conduct places it at the forefront. It will be discussed with staff, who will have to sign it. EW pointed out that some sections refer to other policies, which perhaps should be added to Section 17. KJ wondered whether it should go in the handbook as it is part of the terms and conditions of employment. ML wanted to see safeguarding, keeping children safe in education and child protection added. HA suggested adding it as a separate section.

With these amendments KL proposed accepting the policy and was seconded by ML. All governors were in favour. It will be reviewed in September 2019. SWR suggested checking to make sure no policies have been omitted. KL will email the amended policy to governors.

Thanks was given to DH and RT for being in school whilst the audit took place.

If OFSTED inspectors do not arrive before the end of the summer term the SIO will take the school through the new OFSTED framework.

10. STAFF CARE GROUP

Robin and KL launched a staff care, which is open to all staff and takes place on the first Tuesday of each month at 3.30pm.

A few wellbeing initiatives have been introduced, it has been very well received and different people have attended at different times. The group is looking at general things which can make life easier for all staff at the school.

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A few things have already been done – there was a wellness day before half term. Staff were released from class so they could have a manicure etc. A staff meal is planned and staff yoga after school has started (11th June was the first session).

Resource management is also being looked at and some parents have offered to help with this.

A staff / governor quiz night is proposed for the first INSET day in September.

KL and Robin were thanked for all their hard work in setting this up. ML told the meeting that the Yr6 care package was very gratefully received by all teachers.

11. SAFEGUARDING

This has been covered elsewhere in the meeting.

A PREVENT training refresher was given at the meeting and governors received a handout of the slides.

12. TRAINING

Further PREVENT training can be done if wished.

13. AOB

15th July – KL will email governors details on a trip to the local Escape Room with drinks after.

Artsmark: Sally has met with Rupert Rowbottom (who represents the Arts Award). They are offering creative opportunities, such as funding for theatre tickets etc. Sally has got a wealth of visitors coming into school for each year group.

DH thanked all governors for their commitment to the Governing Body and the school this year.

ML's term of office comes to an end in October and she will have to reapply if she wants to continue. EW will leave the Governing Body and was thanked for her contributions. A governor for KS2 would be a good addition to the Governing Body. PC was also thanked in his absence for everything he has done. He was wished good luck in his new role.

Dates for next year will be sent out once available.

There being no further business the meeting ended at 9.02.

Signed
Chair of Governors
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