

## MINUTES OF THE GOVERNING BODY – FOUNDRY LANE PRIMARY SCHOOL

TUESDAY 3rd MARCH 2020

Governors present: Sean Taylor [ST] Liz Smith [LS]  
 Ben Penfold [BP] Sid Watson-Rose [SWR]  
 Kristin Jones [KJ] David Higlett [DH] [Chair]  
 Michael Curphey [MC] Rachel Rose [RR]  
 Jack Davis [JD]

Associate Governors: Helen Aldred [HA]

Other: Clair Phillips [CP]

Clerk: Elisabeth Ruggles

## 01. WELCOMES

Two new parent governors were welcomed to the meeting - Michael Curphey and Rachel Rose. All governors and the clerk introduced themselves.

## 02. APOLOGIES

There were apologies from Cathy Baggott, Stephanie Crispin and Robbie Turkington, which were accepted.

## 03. DECLARATIONS OF INTEREST

None declared, although CB and SC would have had a declaration of interest had they attended the meeting. The two new governors signed the Register of Business Interests.

## 04. AGREEMENT OF PREVIOUS MINUTES

These were agreed as being a true and accurate record of the meeting and signed by the Chair.

## 08. FOUNDATION STAGE / KS1 REPORT (Links to School Improvement Plan SIP)

Clair Phillips spoke to the meeting about this. Pages 1-4 of the report had already been covered in the Teaching & Learning Committee meeting before half term. CP pointed out that p3 of the report now included some data that had been requested at that meeting.

EYFS and KS1 (Yrs 1 and 2) were discussed, highlighting areas for improvement.

Two areas were a focus:

## 1. Fluency of Reading.

There is phonics provision in Yr 1 and 2. The rationale for this is shown on the left hand side of the report, which looks at teaching and reading lessons, particularly in Yr2. The middle column of the report shows key actions being taken and the final column on the right is a summary of the impact (at the mid-year stage).

In Yr1 streamed groupings have been piloted. The bottom 20% of learners have quality first teaching (by the teacher). There is also a Phonics Club before school. In Yr2 streamed groupings have also been introduced. The more able children are targeted.

Signed  
 Chair of Governors  
 Dated

Now books are 90-95% phonetically decodable. SWR asked what the level was initially. Even though the books were not phonetically decodable, they were at the correct level for the children. This meant there was a lot of sight vocabulary in the books, which some children struggled with as they had to try to decode one word at a time.

There has been training for LSAs and a Phonics Party for parents, which was deemed a success as 81% of parents attended.

The early impact of this has seen at least 80% of Yr1 children being on track for phonics screening. The national average is 81%, so that is the aim. It is only 1%, but the school is working to achieve this. 71% of disadvantaged children are also on track. Those who are not have other SEND characteristics, apart from one child.

A mock screening has taken place this week in Yr1. This was done in order to see gaps and identify borderline children. The children were given a score out of 40 and it was assumed (based on pass rates in previous years) that the children would need 32 to pass. DH pointed out that teachers needed to be aware should this change as any change to the margins could make a big difference.

Yr1 reading has shown 76% to be on track - this is fewer children than for phonics, but there is more skills testing here. 18% are on track to achieve greater depth.

In Yr2 the December milestone for reading was 74%. The actual figure is 77%.

The early work is having an impact as can be seen through the data. There has recently been an English Hub day, which was hugely positive. Lynn Ross (SIO) had rung them to recommend Foundry Lane as a place to visit to see phonics teaching in practice, so this was a big boost. More work needs to be done in preparation for the next visit, but these involve small tweaks, not huge steps.

DH asked about the take-up for the Phonics Club. CP targeted nine children up to Easter and they come in every day (Monday - Thursday) before school. The attendance has been amazing at almost 100%.

The phonics test will be made available to the Teaching & Learning Committee.

A governor asked how the GDS numbers of 18% and 20% fitted in with the tracking being done. In Jan 2020 Yr1 should have had 18% on track, which it achieved. In Yr2 it was 20%, which was just short of 21%, but by the end of the year the aim is to have 23%. The English Hub has confirmed that the school has seen a rapid improvement.

CP pointed out that more books are still needed. At the moment 540 books are in circulation, which is enough for in-school use. However, books for the children to take home are not phonetically decodable. LS felt it was important that the children were able to use the same reading strategies at home as at school.

There is one target that remains outstanding from the English Hub and that is regarding the organisation of books. The school needs lots of plastic folders. CP wondered if these could be purchased through some sort of donation. KJ pointed out that she has responded on behalf of the Resources committee regarding the budget, but BP felt if this is what the school needs to improve, it needs to be supported. The discussion needs to be held at committee level, but everyone is aware that the budget is tight. Any new books will be an investment for the next

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Chair of Governors  
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5-10 years and all the books have been recommended. KJ will check what can be done with KL and DW - it might need to wait until next year's budget, but this is actually not so far away. It was decided that the Finance Committee will make a decision on this by email.

The next English Hub day is on 30th March. Any governor is welcome to attend, 9-11 being a particularly relevant time.

- 2) (Target 2 and 3) All pupils, particularly boys to have the language and vocabulary to write fluently.

Key actions include supporting teachers through PPA time, when they are planning their English sessions. Year Leaders are critically evaluating sessions being planned and modelling is being done. Vocabulary Ninja was launched in December, which is closing the word gap. The children are using the 'word of the day' and ninja words from the text they are reading. Teachers are also actively teaching the meanings of words, which is important so that children can make a choice when they are writing, thus making their writing more effective.

There is regular monitoring of writing books. Teachers are also comparing between classes.

The next half term will focus on closing the gender gap. Here the focus will be on boys.

During the SIO visit in January she sampled work books in every Yr1 and Yr2 classroom. The focus has been on spelling, punctuation and grammar lessons (SPAG). The impact of this has been that the December milestone in Yr1 has been 8% in writing and in Yr2 66% ARE. In Yr2 the gender gap has been reduced from 24% to 16%.

Yr2 has looked extensively at the potential for greater depth pupils. Currently this has increased from 7% to 13% for writing. The national average is 15%, so efforts are being made to close the gap.

The learning environment remains key. Learning walks are used throughout sessions so the children can be independent in their writing and learning. There has been an increase in both teachers and learners making use of them.

In Yr1 the December milestone for writing was 70% ARE, but this stands currently at 64%. It is quite common to see a dip as children move from the early years curriculum to Yr1 one. The gender gap widened. Although only a few children saw a dip, they were all boys.

Maths will be a strategic focus later on. KJ asked if there is a Maths Hub. There is, but the staff who have been involved in it are working at KS2 level. Yr1 is the group that is finding it hardest to implement. The approach used across the hub is the Shanghai maths approach. DH felt it was almost a question of what was being done in YrR, although the YrR and Yr1 year leaders have been on the Maths transition journey together. CP asked if they could feed back to governors. KJ felt a different approach might be the way forward and ST agreed that trying to get the best of everything would be good. KJ asked if more resources were needed. ST said that the biggest expenditure had already been made two years ago when concrete equipment was purchased.

DH asked a question about writing, looking at the December milestone of 64%. He wondered whether there was an understanding of where the school is falling short and have measures been put in place. It involved three boys on the EYFS curriculum, where children have a choice about what they write about. The curriculum in Yr1 is more formal - there is a

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requirement to write more and for longer. YrR work from the end of the year has been stuck at the front of the Yr1 books, so the teachers in Yr1 can see what the children are capable of. ST pointed out that there has been a move to more strategic working this year.

SWR asked if any more writing clubs and other interventions were being planned. There probably won't be anything else before school as there is no more capacity. There are other interventions taking place. The challenge is booster teaching, where a child gets extra help later in the day if it has not quite grasped what was covered earlier on. This is very staff intensive and unfortunately other things get in the way to stop it happening. SWR felt that the focus in school seems to be on writing and reading. The best model of intervention is to work with a small group of children for a short period of time but on a daily basis. Writing will improve once reading has. ST felt the school needed to be careful with initiatives, because once teachers move on, they can sometimes lose sight of what went before, such as kinetics for handwriting. He thought this was something governors could look at.

DH thanked CP for her presentation and all the work that had gone into it.

### 13. TEACHING & LEARNING COMMITTEE

The committee members have received more detailed data, which CP took governors through.

SEND: There are 22 children in Yr6 (above the national average); 18 in Yr2 and 17 in Yr1. Governors asked how much of a challenge this presented. The seventeen children in Yr1 equal 19% of the class cohort. 85% of the class need to achieve the milestone. Nine of these children are classed as Stage 4 and 5 children on the SEND register and as such have lots of external support. This means that all the other children have to pass the phonics screening, so this is a challenge.

The same is true in Yr2, where 20% of the children are SEND. 77% of the children have been working at ARE, so this means there is not much room for manoeuvre, particularly when considering EAL and summer born children.

A governor asked if there had been enough improvement in the Yr2 children. The question was raised as to how much progress they made in Yr1. The in-year change has been analysed. It is better than expected, most children are not just on track, but achieving higher. In all subjects the children at ARE and at greater depth will achieve the FFT estimates if they hit their milestones.

Yr1 data shows the slippage that has already been discussed. The data from last year can be looked at to see whether the percentage slip this year was bigger than last year. Usually there is a mixture of boys and girls, but in this particular case in Yr1 it is just boys. CP felt that they just need to have some catch-up time this term.

A governor asked whether literacy for boys was still ongoing. It is and raising the attainment of boys is embedded earlier in YrR as the school has always seen a gender gap in EYFS. The percentage of SEND boys is also higher than the percentage of SEND girls; therefore boys need to outperform girls to achieve the same. It was pointed out that governors need to be mindful of this and also that the EAL cohort is different this year too. Only 41% of them are on track to achieve their milestones in YrR. ST said that there are five children across the school who have no English knowledge at all.

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35% of all children in school are EAL and many of these have SEND. Governors wanted to know if there was provision to deal with this situation in other schools in the Trust, where there are higher levels of EAL children. At Banister Park they have 70% EAL, so there is provision and expertise elsewhere. The school has one YrR teacher who came from a school where one class had 100% EAL. CP told governors that the school still has a language tracking document and she feels that this needs to be used again. It involves the Nordic assessment (phases of language acquisition).

In the past EAL progress figures have been very good so it has not been a particular issue. JD wondered whether these figures are to be expected at the moment.

30% of disadvantaged children are girls, who are not on track. JD felt that this was probably not so much of a problem.

Disadvantaged children in Yr3,4 and 6 will be discussed at KS2.

DH thanked CP again for the huge amount of work she has put into this.

*[CP left the meeting 7.56]*

JD went through the rest of the Minutes of the committee meeting. ST felt it would be a good idea to have a look at how the resources that are purchased are being used.

Collective Worship Visit: JD did a learning walk (assembly). Following it, she asked ST a question and got an answer. She also looked at Safeguarding. There is a weekly review meeting with KL and HA. CPOMS was explained (which is discussed at governor meetings) and seeing it in use, she could understand how the children are supported with questions being asked etc. Everything is all in one place and she felt it was very good.

SWR asked if there is a list of governor visits that need to happen that governors can follow. He felt that the SIO wanted to see more formulised dates. HA and JD have discussed this and will bring it to the next Teaching & Learning committee meeting. HA will email this out after the next meeting. The SIO will be looking at History across the school. The proposal is to move the Teaching & Learning meeting to 14<sup>th</sup> May, so Harriet can talk about the impact of history. Governor walks need to be linked to the SIP with challenge around the curriculum development. Next year, these will be incorporated into the SIP. BP suggested that perhaps this can be done termly.

KJ requested that someone from the Teaching & Learning committee be present for the next visit from the SIO. DH or JD can normally be available.

## 09. HEAD TEACHER'S REPORT

The format was similar to the last one. ST has pulled information from the SIP to talk about strategic developments.

### 1) Effective teaching of phonics and KS2 fluent reading

The strengths had been picked up by CP. There is still a need for consistency as some phonics groups are led by LSAs and there can be differences in the quality of teaching. During a monitoring visit, the pace of teaching had improved. For the bottom 20% of children in Yr3 more intervention has been put in place – such as the phonics booster and the reading curriculum.

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At KS2 some tasks are too closed and capping expectations for the more able children. Foundry Lane is working with Banister Park. The middle classes are very good, but there are variances top and bottom.

2) Priority Two.

There has been less work on this. It will be a focus for this term. The EYFS has everything in place (focussing on language acquisition) but there is still a disadvantaged gap in writing.

3) Priority 3

Children's needs are being met in Maths, particularly Yr2 greater depth. The school is on track this year to be significantly better than the past two years.

4) Priority 4

The 'OFSTED' SIO annual visit. The new framework will be used – looking to see the provision of one subject, a 'deep dive' across the whole school. She will need to see progression across the school. The school is focussing on this, one subject at a time. Teachers have looked at RE and now History is the focus. Staff looked at RE together and found it very hard to look at this within their year group curriculum and then across the school. History will be easier as teachers now understand the rationale and focus and are building on the skills they used when looking at RE. Interestingly OFSTED has extended the caveat that they are not yet expecting to see all subjects in greater depth.

Leadership and Management.

The question is whether the SIP is the right one to use for the school. Jonathan Hannam and Lynn Ross feel it is much better than last year's one.

The evaluation of impact needs attention. The latest version of the strategic plan was sent to all governors as all the information in the report is there.

Leadership: accountability is linked to roles. Leadership training has been very positive. JD was very impressed by how Jonathan Hannam directed the group. He is obviously a great coach. Everyone worked together to think through the roles. HA pointed out that Jonathan Hannam made everyone understand the difference between leadership and management. He was also very good in his dealings with governors.

DH asked about the milestones in green. This is a mistake in the Head Teacher's report, but everything is correct in the SIP. DH asked whether the school is really 'green' on everything that is shown in green (as the school has been criticised for being too positive). ST said he was absolutely confident that the findings are correct – this is information that came from staff and the leadership team. The SIO has to sign everything off.

SWR pointed out that there is a lot on understanding roles and action plans, but there is not a lot on effectiveness and whether the roles are being fully carried out. ST said the ground work has to be done first – the evidence of the effectiveness comes out of reports, such as CP speaking to the Governing Body.

Personal Development, Behaviour, Welfare The data is being used more strategically. In Southampton exclusion rates are amongst the highest in the country. At Foundry Lane they are very low - so far this term, there has been one fixed term (half a day) exclusion (violence

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towards a member of staff). There has been no repeat of the behaviour from the child since the exclusion.

When looking at behaviour, the log listing incidents of physical restraint is being used. Here too the number of instances is very low – there have been eight instances since the last report, amounting to twelve for the whole year. The school is working with the Southampton Physical Intervention Group. There are regular staff reviews.

Incidents during break and lunch-times have halved since the introduction of the new lunch times. On average there is one per day.

When looking at instances of verbal or aggressive assaults on staff, there were six instances in the autumn term (forty in the same period last year). The majority are angry children. LS asked if there was monitoring of behaviour management. In class behaviour plans are monitored, but not from a data point of view. There is positive behaviour support and Foundry Lane is working with some other schools. It is part of a research project to see how children react to positive behaviour. This has been very effective at schools such as St Marks and Kanes Hill.

The number on roll is also very positive. The school is almost full with 627 children. Unfortunately when the census was taken there were only 610. September 2020 will be an interesting time as there are currently 450 places free across the city at primary level. The population bulge has moved to secondary schools now. Only one school in the area is full, Foundry Lane is almost full for September. LS pointed out that pre-school numbers are also very low.

Attendance continues to be good and there have been no significant safeguarding incidents.

ST confirmed that his performance management targets have been agreed with a group of governors.

Please email ST if there are any further questions. JD felt the role of governors also had to be to support, not just to challenge,

## 07. SCHOOL IMPROVEMENT OFFICER ANNUAL VISIT REPORT

The key message is that the school is making sufficient progress towards its targets this year.

*[HA/JD left 8.32]*

The English Hub has been told to look to Foundry Lane for phonics teaching.

Key steps include:

- Evaluation effectiveness (impact of year leaders)
- Reduction in variability in teaching, particularly at KS2 (ML has been working here)
- Implementation of the wider curriculum – RE and history
- Effectiveness of governors (minutes show the challenge), but have governors been in school (it is important not to take things at face value)
- Effectiveness of Assistant Heads – the roles are embedded and they are working strategically

The SIO was very direct and challenging and all those involved in the visit felt that the challenge had been met.

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SWR re-iterated again that it would be good to see some Teaching & Learning committee members at the next meeting. They might be better at conveying certain aspects to the SIO. It was suggested working with Jonathan Hannam on the SIP and look at answering questions.

## 10. PARTNERSHIPS

There have been key partnerships around the leadership roles. The year leaders have worked with Jonathan Hannam and other schools (for example there have been learning walks at Fairisle School and Foundry Lane) to ensure good quality development. The role is being triangulated.

The same thing is happening with the Assistant Heads. Lynn Ross was asked to recommend the best school to visit to discuss teaching and learning. Her recommendation was Banister Park so CP and ML have been there for a learning walk. The visit has been reciprocated.

There has been support in other areas, so the opportunities on offer are fantastic.

## 06. FEEDBACK FROM LEADERSHIP REVIEW MEETING

Confidential – please see other document.

## 11. SAFEGUARDING

The audit was completed and has been sent in. It has to be completed on an annual basis. It requires evidence and examples of impact have to be added.

The action plan handed out at the meeting showed some amber sections. Governors need to be involved in these areas:

- 1) Monitoring around safeguarding – LS will do this
- 2) There needs to be a named governor responsible for safeguarding. A safer recruitment governor is needed DH has a certificate stating that he has completed this training. BP too. HA needs to see copies.
- 3) This is now green. RR is doing this at work – HA needs to see a certificate HA will do PREVENT training at the next meeting
- 4) LS will do
- 5) LS will do
- 6) Amber as CB is at a DSL meeting this evening. Other staff members are DSL trained, but they do not work when the DSL meetings are held
- 7) Everything is complete for the past 3 years. Now the school is working back from then.
- 8) This will be green from September. HA has drawn up a checklist
- 9) This will be green from September. HA has drawn up a checklist
- 10) Safeguarding issues. FGM is not taught to the children, but now the school is looking at age appropriate material. No decision has been made yet. There is one family in the school, whose cultural identity might mean that FGM is a risk. LS asked whether schools where it might be an issue, have been approached. This has been done. LS underlined the fact that even if it is one child, the school has to make sure she is safe. HA said the school would also have to talk to all parents. Teachers have had training. Some parents have been asking a lot of PHSE related questions.

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## 12. RESOURCES COMMITTEE

The H&S walk has not taken place yet. It remains outstanding. Instead an external conditions walk has been undertaken.

The replacement roof for the new building is on track to happen in the summer.

A wish list for maintenance items has been drawn up. KJ has put together an approximate price for each item on it. Some things definitely need to be done, such as cleaning out the gutters.

The budget was reviewed as we are nearing the end of the financial year.

The Schools Financial Value Standard has been completed. Foundry Lane is broadly in line with similar schools. The SFVS is an annual requirement.

KJ will email out the meeting minutes to governors.

## 14. TRAINING

New governors will have to have induction training.

SWR has spoken with KL, who will advise on training. HA to be advised if any governor wishes to do safer recruitment training.

RR will join the Teaching & Learning committee (meeting 19.03 at 4.30)

MC will join Resources committee (meeting 17.03)

## 05. MATTERS ARISING

- Action Sheet update:

AGENDA ITEM	DECISIONS / COMMENTS	ACTION	DUE DATE	PERSON
<u>GB MTG</u> <u>12.02.19</u>				
Matters arising	Governor to join an SCC meeting on challenging behaviour consolidation	Ongoing	Ongoing, when possible	Any gov
<u>GB MTG</u> <u>11.06.19</u>				
(06)	Deceleration requests	As necessary		All governors
<u>GB MTG</u> <u>01.10.19</u>				

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	Central Register	BP ongoing		BP
	<u>GB MTG</u> <u>11.12.19</u>			
(08)	Staff wellbeing	ST/DH	Asap spring Term	All gov's
(14)	Health & Safety walk	Ongoing		ST / SWR / KJ
	<u>GB MTG</u> <u>14.01.20</u>			
(04)	Skills Audit / Interviews	COMPLETED		KL / ST
(04)	Parent governors	COMPLETED		KL / ST
(04)	Community Governor	Ongoing		ST
(06)	Governors to meet SIO		18.05	All gov's
(07)	Update on Progress	COMPLETED		ST
(08)	Policies: assessment & complaints	Comments to HA	HA to send out	All gov's
(09)	Roofing repairs	COMPLETED		KJ
(09)	Draw up site manager's wish list	COMPLETED		KJ / ST
(12)	Safeguarding Training	COMPLETED		All gov's
(12)	PREVENT training	Next GB mtg		HA
(12)	Pupil / Parent questionnaires	ongoing		Group of gov's
(12)	Safeguarding document	COMPLETED		HA

RR and MC confirmed they had signed the confidentiality policy.

DH informed governors he was having a 1:1 with ST next week. Please let him know if you would like to raise anything.

15. AOB

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Chair of Governors  
Dated

SWR was concerned that there is currently no Site Manager and wanted to know if the school was confident it could cope. ST confirmed that it could, and reacting as necessary.

There being no further business the meeting ended at 9.38.

Date of next meeting: 28.04.20.

Signed  
Chair of Governors  
Dated