



**Sussex Road Community Primary School
Minutes of the Meeting of the Governing Body
held on 18 July 2017 at 6.30pm at the School**

	Present:	David Wake(Chair) Sarah Bowles (SB) (Headteacher) Andrew Chesworth (AC) Alison D’Alton (ADA) (SBM) Nicola Furloner (NF) (Vice Chair) Vanessa Lines (VL) Des O’Dwyer (DOD) Sara Phelps (SP) Claire Robertson (CR) Louisa Rowlands (LR) Carla Thompson (CT) Michael Webber (MW)	
	In attendance	Lesley Hardwick (Clerk)	Action
1.	APOLOGIES FOR ABSENCE There were no apologies for absence.		
2.	DECLARATION OF BUSINESS INTERESTS No declarations of interest were received in respect of any item on the Agenda.		
3.	MINUTES OF LAST MEETING AND MATTERS ARISING Minutes of FGB meeting held on 16 May 2017 The minutes of the meeting held on 16 May 2017 were approved as an accurate record and signed by the Chair, subject to the following amendment: <ul style="list-style-type: none"> • Other Issues arising Strategic Plan to read “...The HT commented that from monitoring and assessments, it was clear that PPG children in particular lacked <i>resilience</i> and self-belief.” Action Points Governors reviewed progress against outstanding actions: <ul style="list-style-type: none"> • <u>1-2-1 Meetings with Governors</u> – the Chair advised that a number of these meetings were still outstanding, and were unlikely to be completed before the end of his term as Chair. Nevertheless, he recommended that this action should be taken forward by his successor in due course. • <u>Monitoring Calendar</u> – It was noted that it had not been possible to move forward with this item and it was agreed it should be removed from the Action Log. • <u>Pay and Reward Policy</u> – The SBM confirmed that she had passed the GB’s comments on the Policy on to SPS. Other Matters Arising There were no other matters arising from the minutes.		
4.	STRATEGIC PLAN/HEADTEACHER’S REPORT Pupil Outcomes The HT confirmed that the 2017 outcome data was very positive and that results were above National Average where this information was available. She confirmed the headline results: <ul style="list-style-type: none"> • <u>EYFS</u> – The HT confirmed the cohort had attained a GLD of 83%, which was likely to be above the National Average (NA). 		

- **Phonics** – The HT advised that 92% of the Year 1 cohort had met the required standard in the Phonics Screening. With regard to the Year 2 re-screens, she advised that this had been reported differently in RAISE in 2016, with the measure being the percentage of Year 2 who had met the required standard either in Year 1 or at the Year 2 retakes. She confirmed that on this measure 97% of Year 2 had met the required standard. She added that only two children had not met the standard by the end of Year 2, one of whom had been just below the pass mark and another who would be attending a Special School from September 2017.
- **KS1** – The HT confirmed that the outcomes for KS1 were strong (Combined 81.03% (average), 68.97% (lowest subject), Maths 79.31%, Writing 77.59%, Reading 82.76%). She anticipated that they would be above the NA, although she commented that the NA was likely to increase compared to 2016, which had been the first year of the new SATS regime.
- **KS2** – The HT confirmed that all KS2 SATS scores had been above NA and an improvement on 2016 (Combined 68% (NA 61%), Reading 75% (NA 71%), Writing 83% (NA 76%), GPS 87% (NA 77%), Maths 85% (NA 75%)), and that scaled scores were also above NA (Reading 105 (NA 104), GPS 108 (NA 106), Maths 106 (NA 104)). She reported that a few children had not passed the Reading test, despite having reached the standard in test papers and on teacher assessment, and advised that there would be a focus on Reading in the 2017/18 Strategic Plan.

The Chair asked if the HT had been happy at the changes that she had made to achieve these improved results. The HT advised that she did not like 'teaching to the test', but that the focus on practice papers in the four weeks before the SATS tests had proved effective. **A Governor asked if the HT felt that the Rising Stars software had been effective.** The HT confirmed that it had helped to some extent, but commented that the tests were short (20 minutes) and therefore did not build the stamina that children needed to have to sit the one-hour SATS test paper. She also remarked that the texts used in the test were very dull and not relevant and that children therefore found it difficult to engage with them. **In response to a further question, the HT confirmed that she intended to keep with the intensive four-week preparation period, rather than spreading the practice tests across the whole year.**

Progress against the 2016-17 Strategic Plan

The HT confirmed that the outcomes data needed to be processed in depth before the impact of the 2016/17 Plan could be fully evaluated, but confirmed the following points:

- **Effectiveness of Leadership and Management** – The HT confirmed that the Leadership Team was now embedded and that the Middle Leadership programme of development had worked well and would continue into 2017/18. She explained that a number of joint observations and book scrutinies had been carried out with the Senior Leadership Team and that the Middle Leaders had developed confidence to the extent that the SLT had now been able to delegate some of their responsibilities, such as Phonics, which had been the responsibility of one of the Middle Leaders, with very positive results. She also confirmed that the School had successfully used PPG funding to close gaps in some year groups, with some PPG children in Year 6 securing a Greater Depth assessment and PPG children in EYFS and KS1 making good progress. However, she advised that it had been more difficult to accelerate progress where PPG children also had SEN. **The HT added that she believed that Governors needed to consider ways in which their evidential output could be improved and that this would be a subject for further consideration over the Summer.**
- **Quality of Teaching, Learning and Assessment** - The HT reported that Rising Stars assessments had been effective in providing assessment information for teachers and that day to day assessment had improved, although she believed

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that SEND provision in some classes could be more effective. She also confirmed that the new immersive curriculum would be rolled out to all year groups in September.

- Personal Development, Behaviour and Welfare - The HT advised that recent national data on attendance had not yet been published, but that a direct comparison with the same day in 2016 demonstrated a small increase (from 96.3% to 96.7%). Although this was just below the target of 97% set in the Strategic Plan, she advised that there had been an increase of 1.1% in SEND and PPG children's attendance, and that Persistent Absence had reduced to 3.4% (against a published NA of 10% for primary schools). She commented that schools were still trying to address parental perceptions that 90% was an acceptable level of attendance, despite being provided with evidence to the contrary. The HT reported that the focus on Outdoor Learning continued, as evidenced in lesson plans and reports that children enjoyed outdoor learning and the forest school. She also confirmed that mindfulness had been introduced to staff. A Governor who had attended the INSET day on Mindfulness commented that she had found the session inspirational, especially in respect of taking the concepts through to the children. **A Governor asked the HT to explain what mindfulness concepts would meant for teaching.** The HT explained that there were two halves to this priority – firstly to introduce concepts to staff in terms of handling stress, including a recognition of how different people handled stress and what the triggers might be, and secondly to develop the concept of 'being in the present' amongst children, to develop resilience and coping strategies, which might be particularly helpful for children who were not able to cope with formal tests. **A Governor asked how this would be done in day to day teaching.** The HT explained that children in Years 4 to 6 would be given six one-hour mindfulness sessions as an introduction to the strategies that they might use, and that teachers would also refer to and model these strategies in their teaching. She added that staff would also have the option to attend additional after-school training which would include information on how Cognitive Behaviour Therapy practices could be used as part of mindfulness. She also pointed out that children were facing increasing pressures particularly online, which created anxieties and insecurities, and believed that mindfulness techniques, such as exercise, being outside and talking (to their families) would build resilience and give them tools to manage these pressures. She advised that she was trying to secure funding from Kent Police to develop mental health initiatives (from grants being made available by the Police in response to research regarding the amount of crime that was lined to mental health issues) and that she was also working with the HT of Hayesbrook to work with families. **A Governor asked whether the School would consider running mindfulness sessions for parents.** The HT confirmed that she had been talking to a parent who specialised in working with adults, but commented that adults, particularly those who were hardest to reach, were often less open to concepts such as mindfulness. A Governor remarked that briefings for parents would give them a greater understanding of what children might be talking about if they discussed what they had learnt at home.
- Early Years – The HT reminded Governors that the EExAT software that not been fit for purpose and that the School had secured a full refund. She confirmed that the replacement assessment system, Tapestry, was being used effectively by teachers and that all EYFS parents had logged in and engaged with it at some level. The HT reported that indoor and outdoor learning environments were now more language-rich, although this remained an area for development, and that a Tapestry gap analysis would be carried out to inform environment provision. **In response to a question, the HT explained that the EYFS classroom configuration was very flexible and could be adjusted as different learning priorities were identified.**
- Outcomes – The headline Outcome data had been discussed previously.

- Key Priorities for 2017/18 - The HT confirmed that data would be analysed over the Summer to develop targets and priorities for 2017/18. However, she advised that her initial view was that the key priorities for the coming year would be:
 - A focus on developing inference and deduction in Reading, as this was something that many children found hard to master. The HT also commented that to successfully reach the expected standard in Reading, children also needed to be able to verbalise and write their response to the questions in a correct sentence.
 - Ensuring that the focus on high quality SEND provision across the School continued, to enable all SEND children to make at least 'expected' progress
 - Embedding the immersive curriculum in Years 1-6.
 - Ensuring the embedding of cross-curricular opportunities for Writing across the curriculum
 - Developing the School's assessment system to meet the needs of all stakeholders.

'Admin' Report

- Safeguarding – The HT commented that the number of Early Help referrals was very volatile, as the referral was only 'open' for a short time and because some families initially agreed to a referral but subsequently decided not to engage.
- Student numbers September 2017 – The HT confirmed that any vacancies would be filled from the Waiting List (apart from potentially in Year 6)
- Staffing – The HT confirmed the teaching staff structure had not changed, but that some teachers were working in different classes and that there had been some changes in teaching personnel
- Parental Complaint – The HT advised that a Parental complaint was being dealt with by Governors.
- Attendance – Governors noted that there had been a small increase in attendance, as previously discussed.

Teaching and Learning Monitoring – English at Sussex Road

Governors reviewed the report prepared by the English leader as part of the above monitoring visit. **A Governor noted that the 2017 GPS results had been good and questioned the comment in the report that spelling progress had not been as successful as the leader had hoped.** One of the Governors who had carried out the monitoring visit advised that the Literacy leader had felt that improving spelling was an 'on-going battle', and that she had been disappointed in the results of the spelling bee, in terms of engaging the hardest to reach children. The HT advised that she had not yet carried out a gap analysis on the GPS results and that, although spelling had been identified as a weakness in the 2016 SATS, it did not immediately seem to be a weakness in the current year, and that Rising Stars data indicated that spelling was improving. She remarked that spelling was recognised as an issue across all primary schools and added that she was considering how to introduce Reading classes for parents, to help children read at home. One of the Governors who had carried out the monitoring visit commented that she had been very impressed with the literacy leader's drive and determination.

Other issues arising from the Strategic Plan

The HT confirmed that she would be preparing a new SEF over the Summer.

A Member referred to the HT's earlier comments regarding Governor engagement. The Chair advised that there seemed to be more evidence of Governor's contribution within the meeting papers, although he pointed out that Governors' input and impact would be part of the Leadership and Management judgement and could impact upon an Ofsted result. He therefore urged Governors to engage with the School as much as possible and to ensure that any engagement was reported as evidence of the GB's impact. A

	<p>Governor commented that actions arising from visits needed to be reported back more quickly. It was noted that the H&S 'tracker' spreadsheet used as part of Governors monitoring of H&S provided good evidence of involvement.</p>	
<p>5.</p>	<p>FINANCE</p> <p>KCC Feedback on 2017-18 Budget and Three Year Plan Governors referred to the feedback report produced by Schools Financial Services. The SBM pointed out that this was a system-generated report and that most of the comments had been addressed within the notes submitted with the Budget. A Governor commented that it was disappointing that SFS did not 'RAG-rate' its feedback, although the SBM remarked that the LA's greatest concern currently was with Schools who had been unable to avoid a deficit outturn budget in Year 3</p>	
<p>6.</p>	<p>PREMISES</p> <p>In response to a question, the SBM advised that she was not anticipating any refund from the water company regarding the water leak, as the excess water had been passing through the waste water system. However, she confirmed that water usage was being monitored weekly, and had reduced, and that she was therefore anticipating that the monthly direct debit for water supply would eventually reduce and that the School should have built up a significant credit.</p> <p>The SBM advised that she had been in discussion with the LA regarding work to repair the leak to the flat roof. However, the LA was currently preparing a feasibility study for another project at the School, which would involve a solution to the leaking roof, but had not yet submitted it. She advised that the most recent heavy rainfall had seen the leak expanding into the adjacent toilet block.</p> <p>Governors noted that the 'sails' had now been installed in the playground.</p> <p>The SBM confirmed that all toilets were currently in use and flushing.</p> <p>The SBM reported that a further survey had been carried out of the tree at the rear of the school building, but that the tree surgeon's report had not yet been received.</p> <p>The SBM advised that some carpets would be replaced over the Summer, and that a trench was to be dug out and backfilled with gravel in an area where the ground level was currently above the damp proof course.</p> <p>In response to a question, the SBM advised that the child with special needs that would have required additional space to be created was no longer coming to the school in September, but that the project being considered by the LA (mentioned above) might provide similar facility for other children.</p>	
<p>7.</p>	<p>HEALTH AND SAFETY/SAFEGUARDING</p> <p>Health and Safety No Health and Safety Monitoring visit had been undertaken during the current term, but the 'tracker' spreadsheet had been circulated in advance of the meeting. There were no comments on this document.</p> <p>Safeguarding One of the Safeguarding Governors confirmed that a monitoring visit had taken place and that the annual self-assessment safeguarding tool had been completed and updated. Governors reviewed this document and noted the actions that had been identified. No concerns were raised.</p>	

8.	<p>GOVERNOR MONITORING All monitoring reports had been discussed under other agenda items.</p>	
9.	<p>POLICIES</p> <p>Health and Safety Policy The updated Health and Safety Policy was approved.</p> <p>Medicines in School Policy Th SBM commented that this new model document was clearer and more easily interpreted than the preceding model. She advised that she was currently reviewing care plans to ensure they were compliant with the new policy, and added that she had amended the School's Asthma Plan (an appendix to the Policy) to provide greater clarity with regard to the information that the School needed to keep on file. A Governor identified a few typographical errors and confirmed that she would pass these on to the SBM after the meeting. The Medicines in School Policy was approved.</p>	
10.	<p>GOVERNOR ISSUES</p> <p>Meeting Dates for 2017/18 The following meeting dates were confirmed:</p> <ul style="list-style-type: none"> • Tuesday 12 September (Admin Meeting) • Thursday 19 October • Tuesday 5 December • Wednesday 17 January • Monday 19 March • Tuesday 15 May • Thursday 5 July <p>The Chair confirmed that he would be attending his final meeting as a Governor on 12 September.</p> <p>Governor Training Governors reviewed the report on 'Assessment without Levels' training. The Governor who had attended the course advised that it had been very useful in providing background information on school data and she believed that she was now better placed to understand the information sent to her. She remarked that it had been clear from the course that the amount of depth of data made available to Governors at different schools varied considerably.</p> <p>Governors noted the recommendations that had been made, which included a monitoring visit to observe a pupil progress meeting, introducing a link 'class' governor who would track a cohort across their time at the school, and asking questions about any moderation that had taken place.</p>	
11.	<p>ANY OTHER URGENT BUSINESS</p> <p>Governor vacancies It was pointed out that there would be four Co-opted Governor vacancies in September. <i>The Clerk agreed to contact SGOSS and register the School with Inspiring Governors. She also asked Governors to let her know if they were able to identify any potential new Governors,</i> pointing out that ideally the GB should recruit independent governors, as it was currently very 'parent-heavy'</p>	LH All

	<p>The HT thanked SP, who was resigning as a Governor at the end of the academic year, for her contribution to the GB as Training and Development and formerly as Safeguarding Governor. SP remarked that it had been a pleasure to work with the GB.</p> <p>There was no other Urgent Business.</p>	
12.	<p>CONFIDENTIALITY. No confidential items were identified.</p>	
13.	<p>DATE OF NEXT MEETING It was confirmed that the next meeting would be held on Tuesday 12 September 2017 at 6.30pm The meeting closed at 7.35pm.</p>	

Signed.(Chair).....Date

APPROVED

ACTION LOG

Meeting Date	Agenda Item	Details	Deadline	Responsibility	Status
26.5.16 13.9.16 13.10.16 6.12.16 7.2.17 22.3.17 16.5.17	5 3 3 3 4 3 3	A whole-GB training session on data to be arranged	End T2 2016/17	SP/SB	Deferred until T1 2017/18
22.3.17 16.5.17 18.7.17	10 3 3	The Pay and Reward Policy to be amended and brought back to the FGB for approval	End T5	ADA	Email sent to SPS
18.7.17	4	Governors to consider ways in which their evidential output could be improved	12.9.17	All	
18.7.17	11	Co-opted Governor vacancies to be registered with SGOSS and Inspiring Governors	Start of T1	LH	
18.7.17	11	Governors to contact the Clerk if they know anyone who might be interested in joining the B	Start of T1	All	