



**Sussex Road Community Primary School
Minutes of the Meeting of the Governing Body
held on 15 May 2018 at 6.30pm at the School**

	Present:	Nicola Furlonger (Chair) Sarah Bowles (SB) (Headteacher) Andrew Chesworth (AC) Andrew Pembroke (AP) Claire Robertson (CR) Louisa Rowlands (LR) John Tomlinson (JT) Michael Webber (MW) (Vice Chair) Jo Winkler (JW)	
	In attendance	Lesley Hardwick (Clerk)	Action
1.	APOLOGIES FOR ABSENCE Apologies from Alison D’Alton (on a training course), and Vanessa Lines (also training) were received and accepted. The Chair advised that Andrew Chesworth would be joining the meeting later (AC joined the meeting at the start of the discussion on Item 4). The Clerk confirmed that the meeting was quorate.		
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 19 March 2018 The minutes of the meeting held on 19 March 2018 were approved as an accurate record and signed by the Chair. Action Points <ul style="list-style-type: none"> • <u>ASP/Data Training</u> – <i>It was agreed that this training should be arranged for a Friday afternoon in Term 6 and Governors were asked to confirm their availability to the HT.</i> • <u>Electricity Testing Report</u> – It was agreed that this action should be followed up by the Health and Safety monitoring team. <p>It was confirmed that all other action points were either completed or dealt with elsewhere on the agenda.</p> Other Matters Arising There were no other matters arising from the minutes.		All
4.	HEADTEACHER’S REPORT/STRATEGIC PLAN MW reported that he had received a number of comments and suggestions relating to a new format for the HT’s report which had informed the document sent out in advance of the meeting. He confirmed that the intention was to focus on internal and external issues that Governors should be aware of. A Governor commented that some of the information in the report would be familiar to Governors who were also parents, although she recognised that this would not be the case for Governors with no other connection to the school. It was noted that Ofsted might also wish to see the Headteacher’s report and that it was important therefore that it was stimulating and relevant.		

The Chair thanked MW and the HT for their work in developing the new reporting format and also thanked Governors who had sent in questions in advance of the meeting. She reminded Governors that questions should be strategic in nature rather than operational or management issues and suggested that some questions would be redirected to the monitoring pairs.

The HT responded to the questions raised in advance of the meeting:

Key Statistics

- **What does the 'K' stand for in 'SEN K'?** The HT advised that SEN K children were those who needed additional support, compared to SEND children with an Educational Health Care Plans (EHCPs) (previously those who would have had a Statement). She confirmed that all Statements for pupils at Sussex Road had been converted to EHCPs by the required deadline.
- **Behavioural incidents/exclusions - can these be included within the HT report going forwards?** The HT agreed to include this information in future. However, she advised that exclusions were very rare and reported that Tonbridge HTs were exploring a change to the Managed Move process to something similar to LIFT (where schools worked collaboratively and provided mutual support) on the basis that all schools had children on their roll with challenging behaviours and that it would be better for these children to remain in a school with supportive adults who they knew, rather than being moved to a new environment. She reported that she was also reviewing the Behaviour Policy, with a view to moving to a more restorative approach, commenting that threatening sanctions/ consequences had little impact on children with behavioural issues and that providing support to manage and modify unacceptable behaviour was more effective. However, she recognised that 'victims' of unacceptable behaviour needed to see that there were consequences and that this would be a difficult balance to achieve. **A Governor asked whether the school would be collaborating with parents before publishing its new policy.** The HT advised that she was due to attend training about this new restorative approach to behaviour management and would develop the policy after that time. She pointed out that the School always researched issues such as this very thoroughly but recognised that there could be some strong opposition from parents to this approach. She added that a number of local schools were considering similar changes to their approach to behaviour management, so it was likely that Sussex Road would not be the only school introducing a new policy. **A Governor asked if the school was able to engage with the parents of children with behavioural issues.** The HT advised that some parents were supportive and were doing their best to manage behaviours at home, but that others were very difficult to engage.

Staffing

- **How did the recruitment process on the 10th go? Will we need 2 new teachers after all?** The HT reported that she had appointed an outstanding EYFS teacher who wanted to move to a larger school where there were potential leadership opportunities. **A Governor asked if there was currently a leadership vacancy in EYFS.** The HT advised that the position she had filled was for a EYFS teacher rather than a leader, replacing the current arrangements where one of the Reception classes was being partly covered by the DHT. From September, the DHT would return to her role as EY lead out of class. The HT added that she was aware that another teacher was attending interviews and might therefore submit her resignation before the end of Term 5. She commented that it might prove difficult to fill a vacancy at this stage in the year but confirmed that if necessary she would be able to use the teachers providing PPA cover to fill a vacancy in the short term.

- **Do you foresee any middle leader resignations and is there a plan in place in case this happens?** The HT confirmed that she did not believe that there would be any middle leader resignations for September 2018.
- **Is the schools direct placement supernumerary? In either case, how will the impact be managed?** The HT confirmed that taking on a Schools Direct trainee would be an expense for the school (estimated to be in the region of £7000) but explained that the trainee would be working in the classroom with a teacher and would therefore be replacing a TA. She commented that as this was a salaried trainee position, part funded by the Kaizen Teaching Schools Alliance, the School would be able to place a trainee into a classroom with full responsibility for that class, but that she did not believe that this would be appropriate. **In response to a question, the HT confirmed that the staffing structure would not be changing (apart from the addition of the trainee teacher post) although she was planning to move some teachers into different year groups.**
- **Which members of staff are attending the Year 6 School Journey?** The HT pointed out that this was an operational issue but provided details of the likely staff complement who would accompany pupils on the trip.

Forest School

- **As the site will have a fallow year to allow it to recover, are we seeking alternate forest school provision or just having a year off? What is the long-term plan for the Forest School and how is it integrated into the SDP?** The HT confirmed that outdoor learning remained a key strategic priority. She reminded Governors that the Forest School was divided into two sections, the original area alongside the EYFS play area and the newer area alongside the lower playground and advised that the original site had been subject to significant erosion to the point that much of the original vegetation had died back and the soil was now being washed away. The area now became very muddy in wet weather and was not an attractive place to use. The second area had been cordoned off for some time, and was recovering well, but was not large enough to support the same degree of use. The HT advised that the School had arranged for an ecologist to visit and report back with advice on how best to restore the area but did not feel it would be brought back into use for at least another year. A Governor commented that it would be good practice to leave part of the site fallow on a cyclical basis. In response to a question, the HT discussed the staffing implications of this decision (reported within the Confidential minutes).
- **Relating to the wider issue of mental wellbeing, how will the gap left by forest school (outdoor learning) be filled?** The HT confirmed that the School would need to think more creatively about the use of its outdoor space. She reported that the Pond area had recently been cleared by a group of staff working in their own time and the Willow Dome had been cut back so that it was now useable. She commented that the children would however miss the Forest School and the School needed to consider how to provide an alternative facility for children who had used the area as a safe place at lunchtime. **A Governor asked whether the School had informed the Judd School about the erosion to the Forest School (which was on Judd's' land), particularly as Judd was in the process of submitting a planning application for another building extension.** The HT agreed to contact the new HT of the Judd School to make him aware of the current situation.

Complaints

- **Are complaints new or does that include the last one that was mediated with the governors? What as a governing body can we know about these, are there any learnings appropriate for the FGB?** The HT confirmed that she could not provide any details on ongoing complaints, as this could potentially 'taint' governors if a Governor Panel needed to be convened. **A Governor asked if**

SB

Governors could be given summary information on the status of any complaints. The HT agreed to provide this information.

Leadership and Management

- **Can the 'orange' alerts in L&M be clarified. Is this explained by the postponement to middle leadership development, or is it something more?** The HT explained that progress against L&M priorities had been delayed by staff sickness and also by SATS tests.
- **Where are middle leaders at in terms of producing bi-termly reports? It's an area for delegated governor monitoring, but governors want to make sure when we should come to assess impact.** The HT confirmed that these reports were currently being produced and would be in use by the end of the year, although it might not be possible to assess their impact until 2018/19.
- **Can you provide some more information on the intended outcomes from the upcoming Inset day to Loose Primary, including what areas are being targeted and how/when any learnings could be introduced to Sussex Road?** The HT explained that Loose Primary had carried out a lot of work on modelling and critique, using the Teaching Backwards technique, and that the Inset Day visit to the school was intended to give teachers the opportunity to see this work in practice. She also commented that Loose was a very smart, tidy school with excellent display work (although the school commissioned an artist to develop them) which would be an excellent model for Sussex Road staff. **In response to a question the HT confirmed that all teachers would attend but added that TAs were not required to attend Inset days although they would be paid if they took part of training sessions on Inset days held on site.**

QTLA

- **How is progress measured? (pupil progress is referred to in the HT report, the T&L monitoring report and the outcomes report. I wasn't sure if progress was just measured by the milestone assessments we have seen). Progress was also missing from the report on what you look at during a lesson observation.** The HT reported that progress for pupils in KS2 was measured against prior attainment at KS1, and that children would be deemed to be making expected progress if they were at a similar level. **A Governor asked if these targets could be reviewed if it became clear during KS2 that children would not meet their original target (for example if they had fallen behind during the Key Stage due to illness or other circumstances).** The HT advised that targets could not be adjusted but that in these circumstances the school could prepare a case study explaining the reason behind the child's failure to make expected progress and might keep children's work books as evidence. **A Governor asked whether teachers were aware of what 'good progress looked like and how the progress 'milestones' were being used.** The HT advised that the use of the 'milestones' was being revised as it was not certain that they were yet an effective tool to measure progress and because they were not being used consistently. However, she felt that it was important to measure children's progress at the end of each term, to enable interventions to be put in place as and when necessary. She added that the School had been intending that children in Years 5 and 6 would also be able to use the milestones to assess their own progress, but that some were not child-friendly and were therefore being rewritten. **A Governor asked whether any teachers were external moderators.** The HT advised that no staff were trained external moderators, although moderation took place internally and with local schools, and teachers' judgements had always been found to be secure. She explained that this was partly due to the fact that no staff had volunteered to undertake the training and also because she was concerned at the impact of having staff out of school undertaking moderation elsewhere. **A Governor commented that schools could limit the amount of time moderators spent outside school and**

suggested that the benefits would outweigh the disadvantages by adding value to the school's processes. The HT confirmed that she would ask staff again if they were interested in undergoing the training but felt that this would be too time-consuming for the current Year 6 teachers who were managing a very challenging cohort of children.

- **How often are the students practicing written responses to reading exercises and what is the impact? Could you put 'pupils practicing written responses to reading exercises' into some context please? I'm not sure of its relevance.** The HT explained that Reading results had improved since children started practicing written response to reading exercises in preparation for their SATS, although she pointed out that the school tried to provide balance to ensure that children were not being solely 'coached' for the tests. A Governor commented that practicing written responses helped in issues such as time management and in how to deal with exam situations.
- **What does a 'good level of provision' look like for SEN pupils?** The HT pointed out that 'good' provision for SEND pupils varied, depending on the nature and severity of individual need, and that the key element of any provision for SEND children was that it was personalised and appropriate for each child. She provided examples of how different needs could be managed and remarked that it was important that dialogue was maintained between the SENCO, class teacher, parent and the child themselves and that needs were constantly re-evaluated. **In response to a question the HT advised that the School brought in educational psychologists to assess children with SEND which she believed was worth the costs involved, but that access to the service was currently difficult as all Ed Psychs employed by KCC were only working on requests from parents for ECHPs and that requests from schools were not being processed.**
- **Strategic Plan Priority 2.2: Is there a sense that certain subjects have been missed /not given sufficient time through the introduction of Cornerstones? Has this been picked up by subject leads? It was agreed that this question should be picked up by the QTLA monitoring pair.**

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PDBW

- **Can the 'orange' alerts in PDB&W be clarified? Is this related to attendance? The PPG attendance data is gradually falling each term, is this a result of the previously discussed cases continuing to impact the figures or are there any new cases also affecting the figures? (Is this the reason for the yellow colour coding in the HT report?)** The HT advised that attendance figures for PPG pupils were not as good as intended, despite the time and effort being put into trying to improve them. She remarked that improving PPG attendance remained a priority for the Summer term, and that the School was doing everything that it should be doing, but that these initiatives were not working. She commented that children often wanted to come to school and she felt that the School needed to do everything possible to give them a right to their education. **In response to a question she confirmed that the local authority employed a Education Welfare Officer who visited and worked with families, but explained that the EWO's involvement would stop once a child had attended school for 10 days consistently so that any improvement in attendance was often short-lived.**
- **Can you provide some background to the reasoning of the change to the overall priority 3.2, does this indicate a move away from the mindfulness approach? What does the Resilience Intervention look like? What is the intended impact and how will it be monitored? What is the rationale behind the shift from every child mindfulness approach to a focus on resilience in vulnerable children, given wider concerns regarding mental wellbeing? Are there some examples of successful practice of CBT within the classrooms? What are the aspirations for the impact? How supportive/responsive are the**

The HT explained that her objection to carrying out a survey during Term 6 reflected the impact that negative comments made on social media had, and continued to have, on staff. She also commented that the leadership team were fully aware of the School's strength and areas where the School needed to improve and of parents' opinions and did not feel that a parent survey would provide any new insights. **A Governor suggested that providing parents with a more 'formal' outlet for any concerns might reduce the volume of social media traffic although another Governor pointed out that social media was the preferred means of communication for many parents. It was suggested that surveys should be scheduled annually, at the same time each year and using similar questions, to facilitate benchmarking and comparison. It was agreed that the parent survey should be sent out during Term 2, linked to the parent consultation meetings during that term to maximise the potential of receiving a response.** The Clerk commented that Governors should not be involved in sending out or analysing survey forms, as this was deemed to be an operational issue, but should receive a summary of the results.

5. FINANCE

2017-18 Outturn

Governors noted that the final outturn rollover was £136,070.29.

A Governor noted that there had been a significant variance against the Learning Resources budget (E19), and that expenditure was planned to reduce during the current year and questioned the reason for this. It was noted that, in her meeting with the Finance Monitoring governors, the SBM had explained that there had been considerable one-off outlay in purchasing resources for the Immersive Curriculum. The HT added that this cost centre was one of the few over which the school had flexibility, as unconfirmed income (for example High Needs funding during Years 2 and 3 could not be included in the three-year financial planning process. **In response to a further question, it was also confirmed that E19 was the cost centre used for expenditure on trips, which was balanced by income recorded under I13.**

Budget for 2018/19 and Three Year Financial Plan

The Chair confirmed that the notes provided by the SBM and the monitoring report from the Financial Monitoring pair set out some of the key influences on the budget and on the financial planning process.

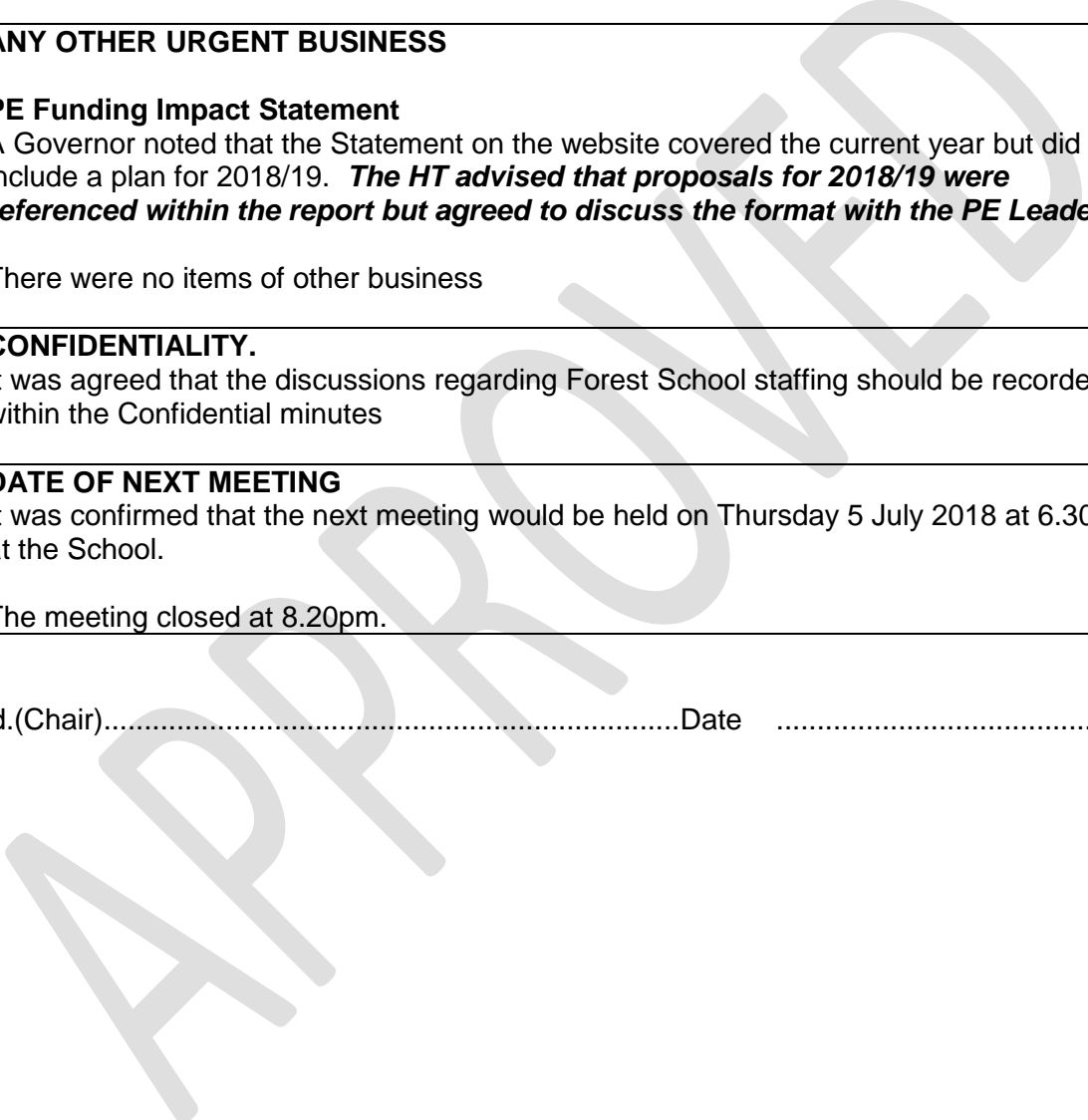
Governors discussed the school roll. The HT confirmed that the School had already exceeded its capacity and suggested that Governors needed to agree a clear policy in respect of the maximum number of pupils it should admit. **A Governor suggested that the school should refuse further admissions if it believed this would create a health and safety issue. In response to a question, the HT explained that the school's stated capacity of 419 pupils had been increased by the LA to 449 when the 'bulge' class had been created but should reduce to its original number once the bulge year left the school.** She commented that there were schools in Tonbridge with vacancies, but that admissions were largely determined on parental choice. She also pointed out that although numbers in KS1 were regulated, there was no legal cap on the numbers that could be admitted to KS2 and that the school could be directed by the LA to take additional children into 'full' KS2 classes. **In response to a question the HT advised that taking a small number of additional children would not normally be a problem, unless the child(ren) concerned were particularly challenging, but that even in these circumstances schools were expected by the LA to manage the increase in numbers.** She also remarked that the situation locally, with regard to parental preference, was changing.

There were no further comments or questions. **The Budget for 2018/19 and Three Year Financial Plan was approved.**

6.	<p>PREMISES</p> <p>In response to a question, the HT confirmed that the locking mechanism on the gate should be repaired by the end of the week. She advised that in the meantime Office staff were providing additional ‘security’ at lunch and breaktimes to ensure children were not able to leave the site. She also remarked that the only way to resolve the ongoing issues with the gate mechanism would be to re-lay the cable, which would involve digging up the playground at considerable expense.</p>	
7.	<p>HEALTH AND SAFETY/SAFEGUARDING</p> <p>Health and Safety Monitoring <i>It was confirmed that a Health and Safety monitoring visit would take place on 6 June, subject to the SBM’s availability.</i></p> <p>Safeguarding Monitoring The Safeguarding Governor confirmed that a monitoring visit had taken place and that no issues of concern had been identified. He confirmed that a further visit would take place to review the Safeguarding Tool and to produce the annual report to Governors for the next FGB meeting.</p> <p>Other Health and Safety or Safeguarding issues The HT had no Health and Safety or Safeguarding issues to report.</p>	<p>H&S Mon Govs</p> <p>S/G Govs</p>
8.	<p>POLICIES</p> <p>Pay and Reward Policy <i>The HT confirmed that the revised Pay and Reward policy would be brought back to the next meeting.</i></p> <p>EYFS Statement <i>It was agreed that this issue would be discussed further at the next EYFS monitoring visit.</i></p> <p>GDPR The HT confirmed that the School had bought into the EIS/SPS ‘package’, which provided a Data Protection Officer (DPO) service. She advised that the cost of this package was £1600 and pointed out that advice regarding the level of any internal DPO appointment had been that this should be a KR10 post. Governors noted that the responsibilities of the DPO were significant and would involve a huge amount of work initially. The HT pointed out that the SBM had been extremely pro-active in preparing for GDPR but that progress remained slow in respect of obtaining the information that was needed from suppliers/contactors. A Governor pointed out that organisations would not be expected to be completely compliant by 25 May but should be able to demonstrate that they were working towards compliance.</p> <p>The Clerk advised that the LA had now issued a Privacy Notice in respect of the information it held on individual Governors and confirmed that she would upload this to Governor Zone for information.</p> <p>In response to a question, the HT confirmed that the move to school emails for Governors would take effect after the training session that had been arranged for 4.30pm on 21 May.</p>	<p>SB</p> <p>EYFS Mon Govs</p> <p>LH</p>
9.	<p>GOVERNOR ISSUES</p>	

	<p>Governor Monitoring All monitoring reports had already been discussed.</p> <p>Governor Training JW reported that she had completed the LA's Governor Induction course, and that in discussion with other governors, had noted that some schools' GB meetings exceeded the recommended two-hour timeframe. She appreciated the good time management of Sussex Road's GB meetings.</p> <p>The Training and Development Governor confirmed that she had circulated details of forthcoming LA training. JT advised that he would be attending the forthcoming training on managing complaints.</p>	
10.	<p>ANY OTHER URGENT BUSINESS</p> <p>PE Funding Impact Statement A Governor noted that the Statement on the website covered the current year but did not include a plan for 2018/19. <i>The HT advised that proposals for 2018/19 were referenced within the report but agreed to discuss the format with the PE Leader.</i></p> <p>There were no items of other business</p>	SB
11.	<p>CONFIDENTIALITY. It was agreed that the discussions regarding Forest School staffing should be recorded within the Confidential minutes</p>	
12.	<p>DATE OF NEXT MEETING It was confirmed that the next meeting would be held on Thursday 5 July 2018 at 6.30pm at the School.</p> <p>The meeting closed at 8.20pm.</p>	

Signed.(Chair).....Date



ACTION LOG

Meeting Date	Agenda Item	Details	Deadline	Responsibility	Status
22.3.17 16.5.17 18.7.17 19.10.17 5.12.17 17.1.18 19.3.18	10 3 3 3,9 9 9 3	The Pay and Reward Policy to be amended and brought back to the FGB for approval	End T5	ADA	Deferred to T6 meeting
5.12.17 17.1.18 19.3.18	5 4 3	Further training on ASP to be arranged for the Data Group	End T3	SB	To be arranged for T6
5.12.17	8	The General Data Protection Regulations to be a standing item on the agenda	Ongoing for rest of 2017/18	LH for agenda/ ADA for reports	Ongoing
17.1.18 19.3.18	9 3	The Electricity Testing report to be shared with Health and Safety Governors once available	End T4	ADA	To be followed up at Gov monitoring
15.5.18	4	Summary information about the status of any 'open' complaints to be included in future HTs reports	Ongoing	SB	
15.5.18	4	Issues related to Strategic Priority 2.2 to be picked up at QTLA monitoring	End T6	QTLA Monitoring Governors	
15.5.18	4	Resilience and CBT to be picked up during PDBW Monitoring	End T6	PDBW Mon Governors	
15.5.18	4	Term 6 Monitoring Visits to be arranged	End T6	Monitoring Governors	
15.5.18	4	A small group of Governors to meet to discuss strategic opportunities	End T6	NF	
15.5.18	4	A proposal for parent and staff surveys to be sent to the HT	End T6	NF	
15.5.18	7	A Health & Safety Monitoring visit to take place in June	End T6	H&S Mon Governors	
15.5.18	7	A visit to take place to review the Safeguarding Tool	End T6	S/G Mon Governors	
15.5.18	8	The EYFS Statement to be discussed at the next monitoring visit	End T6	EYFS Monitoring Governors	
15.5.18	8	The LA's Privacy Notice re Governance Information to be uploaded to Governor Zone	End T5	LH	
15.5.18	9	The PE Funding Impact Statement to make reference to the proposed use and intended impact of 2018/19 funding	End T6	SB	