

Darell Primary and Nursery School

Minutes of the Meeting of the Governing Body held at the School on
Tuesday 7th February 2017 at 7.00 pm

Constitution and Membership

Membership Category	Appointed By	Name	End of Term of Office
LEA (1)	LEA	David Linnette	Nov' 18
Parent (2)	Election	Fiona Booth Vacancy	Feb' 18
Headteacher		Karen Bos	N/A
Staff (1)	Election	Diane Pummell	Jan' 21
Co-opted (9)	Governing Body	Jonathan Croft Janet Deboo Anna Gilbert Jenny Mikkelsen Tracey Mullins Kate Scally Jane Spencer (Chair) Sara Tricker Joanne Winship	Dec '19 Dec' 18 Dec' 17 Dec '19 Jun' 18 Dec' 18 Sept' 17 May '20 Dec' 18

bold = absent

Also attended: Susanna Zotov (Associate Member), Emma Claridge (Assistant Headteacher), Kate Nepstad (Clerk)

		ACTION
1	<p>Welcome and Apologies for Absence</p> <p>Apologies were received from Kate Scally and accepted by the Chair. Jonathan C arrived late. Diane Pummell was warmly welcomed by all present: her contribution as the new staff governor is much appreciated (see item 4).</p>	
2	<p>Declarations of Interest</p> <p>No interests were declared. It was noted that Diane P has completed a declaration of interest form and this information has been added to the summary on the website, as required.</p>	
3	<p>Minutes of the previous meeting and update on actions</p> <p>The minutes of the meeting on 6th December 2016 were accepted as an accurate record, were signed by the Chair and will be filed by the clerk. Actions have been updated on the table at the end of the minutes.</p> <p>Also: <u>Interview for SENCo (3 day a week position)</u> Three candidates have been interviewed and an offer has been made but</p>	

	<p>Karen B hadn't received confirmation that the offer had been accepted by the time of the meeting. The preferred candidate is an experienced SENCo and would be an asset to the school. Governors to be updated further.</p>	
<p>4</p> <p>4.1.</p> <p>4.2.</p>	<p>Governing Body Membership</p> <p><u>New staff governor – Diane Pummell</u> Diane Pummell joined the GB as the newly elected staff governor. She will be mentored by Sara Tricker. Diane P explained that her background was in HR with BP, but for the past two years she has worked as a TA at Darell. She is currently studying part-time for a degree in SEND at Kingston University.</p> <p><u>Resignation of parent governor – Stefanie Agar</u> Jane S read out a letter of resignation from Stefanie A, which explained that her new working arrangements made it impossible for her to contribute sufficient time and energy to the GB. She stated that she would continue to support and champion the school as a parent. Jane S accepted her resignation and passed on much appreciation for all Stefanie's hard work as parent governor.</p> <p><u>Parent Governor Election</u> A notice will be put in the school newsletter on Friday 10th February to note Stefanie's resignation and to invite nominations from parents. Expressions of interest will be directed to the clerk who will provide the following information:</p> <ol style="list-style-type: none"> 1. NGA governor job description 2. Darell GB Code of Practice 2016/17 3. AfC details of disqualifying factors <p>The parent governor election process will follow the procedure recommended by AfC. The new governor should be in place in time for the next meeting of the full GB on Thursday 21st March 2017.</p> <p>ACTION: Kate N to provide wording for the newsletter and manage the election process, following the AfC procedures.</p>	<p>KN</p>
<p>5</p>	<p>Monitoring of School Development Plan (SDP)</p> <p>Governors were reminded that the GB's monitoring of the SDP is an important part of the school's improvement cycle. One of the initiatives this year has been the creation of SDP monitoring groups, where a small number of governors work with a designated member of the SLT to review progress on a single SDP priority.</p> <p>Q How successful is this working method? All governors felt that they understood the SDP priorities much better, for having discussed them in detail. Governors questioned how best to make use of the notes from these meetings, to provide evidence of challenge. It was agreed that the annual monitoring cycle should conclude with an assessment of the impact of the monitoring by each group, before the end of the summer term. It was also discussed how to monitor the actions articulated in the plans so governors can get first-hand evidence.</p> <p>ACTION: All SDP monitoring groups to evaluate the impact in July 2017 and the summaries to come to the full GB meeting in September.</p>	<p>SDP groups</p>

	<p>ACTION: A SLT monitoring schedule is being developed and once approved will be circulated to governors so they can participate.</p> <p><u>Attendance Report</u> The Attendance report was circulated to governors before the meeting and there were no questions about its content.</p>	EC
6	<p>Review of School Self Evaluation Form (SEF)</p> <p>Although the SEF is no longer compulsory for schools, Karen B explained that it is still a key part of school improvement. That said, it would benefit from changing from a detailed narrative to a bullet point format which clearly demonstrates the identified areas for development and provides evidence of impact and where this can be found. Evidence of governor monitoring should also be captured within the document.</p> <p>Q Does the school need a SEF, given that the SDP is being monitored closely by governors? The SEF is an important document to demonstrate the school's evaluation of its own performance it is part of the school improvement cycle and feeds into the SDP because it highlights areas for development</p> <p>ACTION: Karen B to receive model SEF formats from Damian B and/or Charis P, although the current format is held as a working document for this year.</p> <p>Q How should the SEF be reviewed by governors? The different sections of the SEF should be allocated to the different committees and considered at their next meetings, Leadership and Management to Resources; Quality of teaching, learning and assessment to A&C; Personal development, behaviour and welfare to Welcome; Outcomes for children and learners to A&C; Effectiveness of EYFS and specialist unit to link governors</p> <p>ACTION: Kate N to ensure that the SEF is a standard item on committee agendas for the remainder of the year</p> <p>Q How should the SDP monitoring groups feed into the school's SEF? It was suggested that when the bullet point format is put into use, each statement on the SEF could be linked where the evidence can be found which is supporting the statement.</p> <p>Q How is the school monitoring the SEF? The senior leadership team are setting up a monitoring schedule based on learning walks and observations. In addition, there is a Teaching and Learning Review planned for 23rd May 2017, conducted by Damian B, Charis P and Jenell Chetty. This will provide an ideal opportunity for external moderation. The proposed date of the review is not ideal as it falls in the week directly after SATs.</p> <p>ACTION: Karen B to request the date of the review is changed to after half term. Joanne to attend if possible to ensure continuity from first review.</p>	<p>KB</p> <p>KN</p> <p>KB</p>

<p>7</p> <p>7.1.</p> <p>7.2.</p>	<p>School Data</p> <p><u>Key Facts about our School</u> Governors had received the updated document prior to the meeting. It was noted that there were some differences between the targets set at the start of the year (on the Key Facts doc) and the class targets which are set as part of the performance management process.</p> <p>Q Why are the targets on this document not the same as the class targets document, which was also circulated before the meeting? Karen B explained that the class targets are set as part of the performance management process; teachers estimate how many children they think will be at the expected level at the end of the year. These targets are intended to be realistic and are made with knowledge of the context of the class.</p> <p>ACTION: SLT to review the Key Facts document, checking the data as some anomalies were identified. Consider providing governors with year group targets in future, to tie in with the class targets.</p> <p><u>Class Targets</u> Governors asked the following question about the setting of class targets:</p> <p>Q Are you confident that class target setting has been carried out consistently as part of a robust, whole school performance management system? Yes, and there are only two exceptions (Ladybird class and an NQT class teacher) where it is not appropriate to use these targets as part of performance management. It was noted that targets and achievement data will be discussed in more detail in the individual phase leader meetings which are planned for the immediately after half term.</p> <p>Governors commented that the variation in class targets within year groups indicates that there is a need to make some changes to ensure a mix of abilities between classes. This will need to be planned ahead for September 2017, to ensure that parents and staff are fully prepared.</p>	<p>DL/SLT</p>
<p>8</p>	<p>Academy Conversion</p> <p>Susanna presented the discussion paper which had been circulated prior to the meeting, on behalf of the MAT working group. Governors were asked to consider the following questions:</p> <p>Q Upon which criteria will governors be basing their decision whether or not to vote in support of academy conversion later this year?</p> <p>Q What further information do governors feel that they need in order to make a decision?</p> <p>After a discussion, it was agreed that the following questions and answers were key to governors being ready to make a decision. It was acknowledged that one of the difficulties of finding some of the answers is that Every Child, Every Day is a new MAT and so governors may not find evidence, instead they may</p>	

only be provided with a clear statement of intent. It was noted that despite one of the very attractive features of the MAT is its strong and inclusive ethos, this attribute is hard to demonstrate as hard data. Governors will have to decide which of these are 'non-negotiables'.

Q Are we sure that the MAT has sufficient primary expertise?

This question has been brought into sharp focus with the recent Ofsted inspection of Nelson Primary school. Karen B is requesting evidence that Darell would receive the right level of support if it joined the MAT. The initial response has been that Darell would be provided with opportunities to link up with outstanding primary schools (not part of the MAT) with a similar intake. This would be part of a school improvement strategy, supported by the MAT.

Q Are we confident that Every Child, Every Day MAT is in a sound financial state?

The working group is putting together a list of questions to be answered by the MAT. Jonathan C is leading this investigation, which will begin with scrutiny of the audited accounts for 2015/16 (that is, Grey Court School's accounts, as the MAT was only formed from 1 September 2016). It was noted that the accounts for a MAT run from September to August, unlike a LA funded school.

It was noted that Every Child, Every Day MAT will shortly commission consultant David Groves to conduct their own due diligence into Darell, shadowed by the MAT's Finance Manager.

Q Do we have a clear idea of our position within the MAT structure?

Although the scheme of delegation is not part of the due diligence process, members of the working party are looking at other examples of MATs (for example Coombe Academy Trust and Elliot Foundation) to learn from other structures and delegation schemes. The details are still to be determined, but governors are reminded that the GB will definitely lose some level of accountability if the school does convert. Being part of a MAT requires a willingness to work within a different reporting structure.

Q Are we confident in the leadership and accountability arrangements?

Governors need to understand the structure of the MAT in greater detail and be comfortable with the leadership in place. They need to know what proportion of Darell's 'budget' will go towards supporting the MAT's central services and how these central services will directly benefit Darell.

It is noted that Maggie Bailey and School Improvement Partner Shelia Oviatt Ham will be coming to Darell on Wednesday 22nd February 2017, as part of their own due diligence work.

ACTION Karen B to find out the timetable for the day and circulate.

ACTION A representative of the MAT working group to attend.

It was agreed that the vote would not take place until these questions were answered to the satisfaction of the GB. This will probably mean that an information sharing meeting will be held on a separate occasion, before the formal vote. At this 'pre-meeting' governors will decide if they have enough information to proceed to the formal vote. It was acknowledged that in

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	<p>addition to this exercise in assessing the risk of joining the MAT, there should also be an assessment of the risk of NOT joining, given the school's current performance and financial situation.</p> <p>Governors also stated that the vote should be for or against conversion on <u>1 September 2017</u>. This would mean that a 'no' vote would not necessarily rule out conversion at some later date.</p> <p><u>Voting Protocols</u></p> <p>Advice has been received from Governor Support about the voting procedure:</p> <ul style="list-style-type: none"> • Half of the complete membership of the GB (excluding vacancies) must be present • There will be no voting by proxy: governors must be present to vote • Governors have one vote each (associate members do not have a vote, Jane Spencer is also unable to vote due to conflict of interest) • Votes will be made by secret ballot and counted by the clerk • The outcome will be based on a straightforward majority • In the case of a tie, the Vice-Chair Anna G will have the casting vote. <p>There may be requests from parents and other interested parties to observe the full GB meeting at which the vote will be taken. Governors agreed that requests would be accepted for all parts of the meeting that are not deemed confidential. The vote itself would be a confidential matter and therefore the observers would be asked to leave the room for this part, and to re-join for the announcement.</p> <p>The decision, once determined by the vote, becomes the collective decision of the GB. Governors are reminded that whether they voted for or against, they must observe the principles of any corporate body and abide by the collective decision. The decision should be communicated as soon as possible to the school community.</p> <p><u>Parent Consultation</u></p> <p>This consultation ran from 21st November 2016 until 9th January 2017. The working group has compiled a list of over 100 Q and As. Governors expressed concern that parents appeared to feel that the GB had not considered the alternatives to the proposal to convert. The working group explained that it was hard to satisfy parents because it was not possible to give them information on options that didn't exist.</p> <p>Governors thanked Susanna Z for leading the working group, coordinating the parent consultation and compiling the papers on behalf of the GB.</p>	
9	<p>Safeguarding Update</p> <p>Jane S and Jenny M (safeguarding governors) are meeting Deborah Lane (Designated Safeguarding Lead) once a term for a safeguarding update. Jane and Jenny will monitor one part of the school's safeguarding obligations every half term. Jane also meets with Angela to monitor the Single Central Record termly.</p>	

	<p><u>January 2017 update</u></p> <ul style="list-style-type: none"> • A new 'safeguarding' quick link was added to the website homepage • Amendments were made to the Safeguarding Policy as required • Work continues on the critical incident plan and e-safety guidance • Staff who were not able to attend the Level 2 safeguarding training will be required to complete the 2 hr session before the end of the month • All staff and all governors (bar one) have now signed to say they have read and understood the Safeguarding policy. <p>ACTION: All governors to complete the online GEL Safeguarding training module before the next meeting</p>	ALL
10	<p>Clerk's Update</p> <p><u>Skills Matrix</u> Thanks to the governors that completed the questionnaire, we now have a better idea of which skills areas we would like to strengthen. In the forthcoming parent governor election it will be stated that nominations will be particularly welcomed from parents with a background in finance and/or premises management.</p> <p><u>Policies</u> A new matrix has been created in order to focus the GB's attention on the policies which it is required to have by law. While governors might not be required to approve or monitor the school's non-statutory policies and guidance documents, they must be aware of them.</p> <p>ACTION: Governors to review the matrix and undertake to monitor their designated statutory policy at least annually and raise any concerns with the relevant committee as indicated on the matrix.</p>	KN
11	<p>IMPACT analysis</p> <p>This meeting has focused on the school's SDP and SEF. Improving outcomes for children is at the heart of the school improvement cycle. A robust system for linking the SDP and the SEF will result from governor monitoring in small priority groups, tracking of pupil progress against targets and a series of external reviews to provide objectivity. Governors are confident that through these combined activities, outcomes for children will be improved.</p>	
13.	<p>AOB</p> <p><u>DSG overspend reduction plan</u> The borough has requested that schools choose whether to redress the overspend in one year or to spread the impact over a three year period. Angela C has been informed that this decision needs to be made by the end of this week, but no paperwork had been received at the time of the meeting.</p> <p>ACTON: Anna G to circulate a suggested response for governors to consider by email.</p> <p><u>Subject Link Visits</u></p>	AG

<p>Fiona B reminded governors of the protocols around link visits: Please let Karen know when you plan to come in and who you will be meeting. Make an effort to see Karen before you leave. Use the template on the website to type up your report. The purpose of the visit is to understand the priorities in the subject area, not to conduct detailed data analysis. The report should be sent to the teacher to agree that it is an accurate record and then to the HT (for approval) and clerk (for filing).</p> <p><u>Specialist Provision (Unit) Review</u></p> <p>Q What progress has been made since the external review of the Unit last year?</p> <p>Sarah Herbert come to review the improvements in place and the review was attended by Jenny M on behalf of the SEND working group. The Unit staff have received support on developing the learning environment and setting clear expectations about the curriculum, assessments and targets for all pupils. External support is planned from Tolworth Junior School or Strathmore School.</p> <p>ACTION: Review of the Unit should come to the SEND Working Group.</p> <p><u>An Evening with Sam</u></p> <p>Governors are invited to a musical evening at school as part of the Richmond Music Festival, 7pm on Friday 17th March. Anyone interested should let Jane S know, so that seats can be reserved.</p>	<p>SEND working group</p> <p>ALL</p>
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The meeting ended at 9.10 pm

Signed by the Chair _____