

Darell Primary and Nursery School

Minutes of the Meeting of the Governing Body held at the School on
Tuesday 21st March 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 Alan Hamilton	Feb' 18 Mar '21
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
Associate Member	N/A	Susanna Zotov	N/A

bold = absent

Also attended: Emma Claridge (Assistant Headteacher), Kate Nepstad (Clerk)

		ACTION
1	Welcome and Apologies for Absence Apologies were received from Jonathan Croft, Janet Deboo and Susanna Zotov and were accepted by the Chair.	
2	Declarations of Interest No interests were declared.	
3	Governing Body membership Alan Hamilton was welcomed to his first meeting of the full GB.	
4	Minutes of the previous meeting and update on actions The minutes of the meeting on 7 th February 2017 were accepted as an accurate record, signed by the Chair and will be filed by the clerk. Actions have been updated on the table at the end of the minutes. Other matters arising: <u>Caretaker's flat</u> The status of the caretaker's flat has not yet been confirmed in writing.	

	<p>ACTION: Karen B to escalate request (to confirm the status of the caretaker's flat in writing) to Matthew Paul.</p> <p><u>Monitoring schedule</u> When circulating the monitoring schedule to governors, it was requested that this is done as far in advance as possible and that the actual dates are provided. This will enable more governors to take part in this valuable exercise.</p> <p>ACTION: Circulate Summer term monitoring schedule to governors.</p> <p><u>School Improvement Partner visit</u> Charis P will make her next visit as SIP on Thursday 30th March, Anna G to attend at 11.30 for feedback, Maggie Bailey also attending. Follow up to teaching and learning review to take place on Tuesday 23rd May, Joanne W to attend and Jane S to be at feedback.</p> <p>ACTION: Joanne W to change the date of the next PPG Working Group meeting as there is currently a clash.</p> <p><u>Online training</u> ACTION: Kate N to send link to Alan H for registration to GEL.</p> <p><u>Monitoring Policies</u> There was a short discussion about how governors should report back on their policy monitoring. For the meantime, all governors to email Kate N who will create a tracker in order to capture evidence of the process.</p> <p>ACTION: Governors to send email to Kate N confirming their policy monitoring activities and any actions generated.</p>	<p>KB</p> <p>KB/EC</p> <p>JW</p> <p>KN</p> <p>All</p>
<p>5</p> <p>5.1</p> <p>5.2</p>	<p>Committee and Working Group updates</p> <p><u>Achievement and Curriculum Committee</u> The last meeting was extremely well attended and the new arrangements for monitoring achievement and reviewing progress data are underway. The data is being interrogated within 4 phases, three of which have been the subject of data meetings already this term and the meeting to interrogate the data from the last phase (Yrs 5/6) will take place tomorrow. Meetings will be termly, until the end of the year, the next meetings to review Spring 2 data to be held early next term, governors leading groups to arrange dates.</p> <p>ACTION: Governors leading groups to suggest meeting dates with SLT and phase leaders, to discuss spring 2 data.</p> <p><u>PPG Working Group</u> Emma C has made great progress on PPG and her contribution of contextual information and half-termly data has enabled governors to gain a more detailed understanding of the progress of current PPG pupils. The PPG strategy document is in draft form and will be published shortly.</p> <p>It was noted that PPG information should be added to the Key Facts document,</p>	<p>FB,AG, ST</p>

	<p>which provides a very useful summary for governors. (see also item 6.4)</p> <p>ACTION: Emma C to add the estimated 2016/17 funding to the Key Facts docs.</p>	EC
5.3	<p><u>Welcome Committee</u></p> <p>The next big project to be carried out by this committee will be the pupil, parent and staff questionnaires. The parent questionnaires will be sent home on colour coded paper to enable useful analysis of data by year group. It was agreed that completing the questionnaires online would not be an option this year. Another forthcoming task for the committee will be to consider the Fit for Sport contract. This will require some liaison with Achievement and Curriculum Committee, as Fit for Sport staff currently teach PE lessons in order to provide PPA cover for class teachers.</p>	
5.4	<p><u>Resources Committee</u></p> <p>Good progress has been made in Health and Safety recently: a comprehensive critical incident plan is now in place. It needs to be communicated across the school, staff will be trained and evacuation drills have been planned for summer term, in order to test out a couple of the 'critical incident' scenarios envisaged.</p> <p>The budget remains a cause for concern and pupil numbers are a significant factor: Darell faces the cost of a full school, but receives the income for a school that is not full. The initial budget for 17/18 has estimated a new intake of approximately 40 pupils into Reception in September 2017. It is felt that this is realistic. Governors noted that it is very difficult to reduce staffing costs any further, especially as the school is in the process of trying to raise standards: the majority of the current teaching staff are experienced and on M5 or 6. It would be sensible to recruit a newly qualified teachers (NQTs) for at least one vacancy, but it is recognised that the school needs to be better at supporting NQTs. Karen B will investigate how other schools do this to learn from their good practice, a governor may also be linked to an NQT. Savings may be possible where spending is discretionary as in the budget for learning resources which is nearly £60k, teachers will be expected to make a strong business case for the purchase of any new resources.</p> <p>ACTION: Karen B to share the detail of the projected budget with staff at the next opportunity, to provide context for cuts to resources budget.</p> <p>ACTION: Fiona B to consider whether fundraising for much needed resources could be a target for PSA?</p> <p>Governors discussed possible methods of increasing the number of admissions and agreed that current parents could play a powerful roll in giving potential parents the confidence to come to Darell.</p> <p>ACTION: Alan H to consider methods of harnessing 'parent power' to increase admissions and to make suggestions by email.</p>	KB FB
5.5	<p><u>SEND Working Group</u></p> <p>The recruitment of a new teacher for the Unit (Butterfly class) is now a priority.</p>	AH

Plan may also proceed to a Child in Need Plan as their vulnerability is reduced.

Q Can you explain the listed cause for concern; 'alcohol'?

This might relate to the parent of the child, or when a child make inappropriate references to alcohol at school.

Q How does the school support child carers?

Once identified, Claire Marismari signposts these children to 'Young Carers' which is a local organisation providing outings and fun activities and support for child carers.

6.2

Behaviour Report

Governors asked the following questions:

Q Is there a pattern to the number of detentions received?

Emma C reported that she felt that there were now significantly fewer detentions than before her maternity leave in 2015/16.

Q When does a child receive a detention?

Pupils usually receive a detention for behaviour in the playground, not classroom behaviour. For example this week, there have been four detentions:

- 1x Being disrespectful to a member of staff
- 1x Using bad language against another child
- 2x Shoving or kicking another child.

Q What does detention involve?

It provides an opportunity for restorative justice to be applied. This restorative approach is the theme of two training sessions for staff at the Inset day on 18th April. All governors are welcome.

ACTION: Karen B to send times of the restorative justice training to Kate N to circulate to all governors. Feedback to Achievement & Curriculum committee.

KB

Q What can be learnt from the fixed term exclusions data?

Last academic year there were six children whose behaviour led to exclusions. It is important to note that of these six children, five have been moved to specialist provisions elsewhere. The remaining child is still at school but his behaviour is now successfully controlled largely because he is on the correct medication. This indicates that the incorrect placement of the children at a mainstream school was at least partly the root cause of the exclusions.

6.3

Attendance

Q Why is the attendance rate in Reception lower than other years?

Emma C explained that there are a few contributing factors, one is that parents' attitudes are very different at the beginning of their child's life at school. The attendance percentages increase markedly when children are older, perhaps as children take on more responsibility to get themselves to school and they are more socially motivated to attend school. Also, governors should note that many children in Reception are below compulsory school age, so their attendance is not a legal requirement.

Q What is the procedure for following up if a child is absent from school?

If a child is marked as absent on the register and there has been no reason provided, office staff will call the child's home to check if they are ill.

Q What is the 'Late Gate' mentioned in the report?

Staff stood at the school gate to intercept late arrivals and handed out leaflets to parents which explained the significant impact on learning that 5+ minutes lateness has, over a school year. The new security at the front gate has been helpful as parents now need to buzz to gain entry if they are late. Both factors have reduced the number of late arrivals in the last week.

Q What happens when parents are late to collect their children?

In addition to poor attendance, the school also has to deal with persistent late pick-ups. A notice is going into the newsletter this week to say that if parents do not arrive on time to collect their children, the children will be put into the Fit for Sport after-school club and the parent will be asked to pay.

6.4 Key Facts for governors

After some discussion about the potential uses of this document, it was decided that the format required a bit of a rethink and that Karen B and Emma C would consider a new 'Spotlight' document, which included more information.

ACTION: Karen B and Emma C to draft a 'Spotlight' document to be updated for full GB as a replacement for the current Key Facts document

KB/EC

7 **Reviewing the Self Evaluation Form (SEF)**

Karen was thanked for the draft SEF, which follows a new and recommended format. After some discussion about the best way to look at the different sections in detail, it was decided that different groups of governors should take on the appropriate sections of the SEF as indicated below:

SEF	To be looked at by...	Governors
Context Overall Effectiveness Progress since previous inspection		Whole GB
Leadership and Management	Leadership and Accountability SDP group	Anna , Janet, Alan, David
Personal development, behaviour and welfare	Behaviour and Safety SDP group	Sara , Susanna, Tracey, Jenny
Teaching, learning and assessment Early Years	Teaching and Learning SDP group	Fiona , Jane, Joanne, Kate S
Outcomes	Achievement and Curriculum committee	Committee members
Specialist Provision	SEND working group	Diane, Jenny, Janet

	<p>These monitoring groups should add their section of the SEF to the agenda for their next meetings. Governors should assist with adapting the language so that it is specific to Darell. It is suggested that governors meet without the HT/SLT for the first part of their meetings to avoid duplicating effort.</p> <p>ACTION: All sections of SEF should be reviewed in detail by the groups above during the first half of next term.</p> <p>Q What is the purpose of the SEF? The SEF is a key part of the School Improvement Cycle. It identifies the priorities for the school's development plan (SDP). The value of the SEF comes from it providing sufficient evaluation (backed with evidence) to correctly identify how well the school is performing. Together with the monitoring schedule and the school development plan it makes up the improvement cycle.</p> <p>Q What are Ofsted looking for in a SEF? Ofsted would like to see an accurate assessment of the school's current performance and a clear indication of its capacity to improve, with specific evidence to show what is already in place. At Darell, the senior leadership team is still very new and despite their efforts, more time is needed to demonstrate their impact. There is some disagreement over how far it is helpful to stress the positive in a SEF – it is felt to be more important that the document is evidence based and entirely realistic about the school's performance.</p> <p>ACTION: Kate N to circulate the Ofsted grade descriptors, to consider alongside the SEF.</p> <p>The improvements that have begun over the past year will be followed by further work, for example:</p> <ul style="list-style-type: none"> • Tracking data; looking at more detailed groups, for example, 'prior level of attainment', particularly looking closely at the middle achievers' data • Class teachers should be fully responsible for their own data. They will be receiving training in this during the next Inset day • Subject leaders will monitor the teaching of their own subjects across the school • A new Assistant Headteacher will be the lead on Teaching and Learning and their remit will include monitoring the quality of teaching throughout the school. 	<p>All</p> <p>KN</p>
8	<p>Monitoring the School Development Plan (SDP)</p> <p>The SDP will be updated after the SIP visit on 23rd May 2017.</p> <p>Q What is meant by the School Improvement Cycle? This describes a cycle of continuous improvement where the monitoring of the SDP, evaluation of the school's performance and the review of the SEF feeds straight back into the SDP for the following year.</p>	
9	<p>Policies</p>	

	Governors agreed to delegate authority to the Headteacher and Safeguarding Governor to approve immediate updates to the Safeguarding and Child Protection Policy and request GB approval retrospectively.	
10	<p>Budget 2017/18</p> <p>Governors agreed to delegate authority to the Resources Committee sub group (Anna G, Jane S, Angela C and Karen B) to prepare and approve the initial budget for 2017/18 and submit to borough.</p>	
11	<p>MAT Working Group update</p> <p>A communication to parents will be sent on Wednesday 22nd March 2017, explaining that the vote to decide whether or not to form an academy and join the Every Child, Every Day Trust has been postponed until the meeting of the full GB on Tuesday 27th June 2017.</p> <p>In the meantime, the working group will arrange a visit to see another Trust (possibly the Surrey-based Bourne Education Trust), to gain a better insight into the practical operation of a mid-sized MAT.</p> <p>ACTION: Karen B with Maggie Bailey to identify a suitable Trust and arrange a visit.</p> <p>Jane S explained that all governors would also have an opportunity to meet and talk directly to the Every Child, Every Day trustees, including the newly appointed Elaine England, who is well known to most of the GB as a former interim headteacher at Darell. Elaine brings substantial primary expertise, which will be particularly helpful for the Trust as it seeks to interpret primary school data. She will also provide useful input to the Trust's strategic plan.</p>	KB
12	<p>Governor Training 2016/17</p> <p>Governors reported back from training attended earlier in the year. Anna G submitted reports on the Complaints Procedures training (17th Jan 2017) and School Food training (2nd February 2017).</p> <p><u>School Complaints Procedures</u></p> <p>Schools should manage all complaints received effectively. Ideally complaints should be dealt with initially by the relevant class teacher and then escalated to the Headteacher/ SLT if required. Karen B explained that most complaints start off as a 'concern'. If this is dealt with promptly, it can often be resolved before it becomes a formal complaint. Even if an initial meeting resolves the concern successfully, Karen B stated that she chose to respond in writing in order to clarify to all parties that the issue has been dealt with and seek confirmation that it will not proceed to a formal complaint.</p> <p>Q How should the governing body be informed about the numbers and types of complaints received by the school?</p> <p>It was noted that only complaints about the Headteacher would be likely to come to the attention of the GB, according to the current procedures. It was</p>	

	<p>agreed that this summary could be added to the Headteacher's report at the last full GB of the year.</p> <p>ACTION: Headteacher's Report to include summary of number and type of complaint received by the school. To come to June meeting of FGB.</p> <p><u>Disadvantaged Pupils</u> Joanne W shared learnings from the SWLSEP workshop on 20th March 2017. The session provided an overview of PPG funding and offered advice on how to make it effective.</p> <p>ACTION: Kate N to scan material and save on 'Governor Training' section of the website.</p> <p><u>Joint Governors' Partnership</u> Jane S and Anna G attended this meeting on 16th March 2017, and received an update on a range of topics including SEN, new schools, school finances.</p> <p>ACTION: Jane S to send Kate N slides to be saved on the website as above.</p>	<p>KB</p> <p>KN</p> <p>JS</p>
13	<p>SATs Breakfast Club</p> <p>Governors were asked to sign up to help out at the SATs week breakfast club. Emma C circulated a sheet. All governors to sign up if possible.</p>	
14	<p>Clerk's Update</p> <p>Kate N is attending the AfC's termly Clerk's Briefing on Thursday 23rd March and will report back at the next meeting.</p>	
15	<p>IMPACT analysis: How are we improving the outcomes for children?</p> <p>This meeting has focused on the school's draft SEF. Improving outcomes for children is at the heart of the school improvement cycle. By focussing on a small section of the SEF, governors will ensure that the assessment is sound and evidence based. This will indicate the deficiencies that will need to be countered by targeted priorities for the academic year ahead. Governors are confident that through these combined activities, outcomes for children will be improved.</p>	
16	<p>AOB</p> <p><u>Self evaluation of the GB</u> This annual requirement will be covered at the full GB meeting on Tuesday 16th May. Jane S has researched an appropriate list of questions based on best practice elsewhere. Governors are invited to consider these questions in advance of the meeting and let her know if they have any questions or concerns. The exercise will take place in small groups during the FGB meeting.</p> <p>ACTION: Kate N to circulate the proposed self-evaluation form and locate self-evaluation evidence from previous years, for comparison.</p>	<p>KN</p>

	<p><u>Air Quality</u> On Thursday 23rd March there will be a special assembly attended by the London Sustainability Exchange, to which parents have been invited. After the assembly there will be a meeting with the Junior Safety Officers. Anna G has invited parents to become active champions for clearer air. This initiative links to the school's Travel Plan, and next week is 'Ride/Walk to School' week, with a hands-up survey planned for Friday. These initiatives all contribute to the school's Travel Plan which is submitted to the borough each year.</p> <p><u>Dangerous drop off on Niton Road</u> Despite warnings, each morning some parents are still stopping directly outside the Niton Road entrance to drop off their children.</p> <p>ACTION: Karen B to consider purchasing multiple small A frames to prevent any parking on the yellow hazard lines. Jane S to provide photograph of an example used by a local school.</p>	KB/JS
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The meeting ended at 9.00 pm

Signed by the Chair _____

Full Governing Body Actions

Updated as of 21st March 2017

Meeting/ Minute	Action	Assigned to	Update	Completed?
28/06/16 7	Proposal for PP mentoring scheme 16/17	KB	To be discussed at PPG working group on 8 th Feb 2017.	Completed
13/09/16 10	Jane S to devise a framework for self-evaluation, based on NGA 20qs	JS	Under AOB	Completed
07/02/17 4	Provide wording about parent election for the newsletter and manage the election process, following the AfC procedures.	KN	Done	Completed
07/02/17 5	All SDP monitoring groups to evaluate impact in July 2017. Summaries to come to the full GB meeting in September.	All SDP groups	Done	Completed
07/02/17 5	SLT monitoring schedule to be developed and once approved will be circulated to governors so they can participate.	EC	Done	Completed
07/02/17 6	Request the date of the review is changed to 23 rd May 2017	KB	Done – not possible to change	Completed
07/02/17	Review the Key Facts	DL/SLT	Done	Completed

7.1	document			
07/02/17 9	All governors to complete the online GEL Safeguarding training module before the next FGB meeting	ALL	Done	Completed
07/02/17 13	Circulate a suggested response to the planned overspend reduction by email.	AG	Done	Completed
21/3/17 4	Graduated response leaflet	SEND working group	Leaflet to be circulated to full GB once agreed by working group.	
21/3/17 4	Receive confirmation in writing about status of caretakers' flat	KB	Escalate request to Matthew Paul	
21/3/17 4	Governors to send email to Kate N confirming their policy monitoring activities and any actions generated.	All		
21/3/17 4	Review of the Unit should come to the SEND Working Group.	SEND working group		
21/3/17 4	Circulate Summer term monitoring schedule to governors.	KB/EC		
21/3/17 4	Change the date of the next PPG Working Group as there is currently a clash.	JW		
21/3/17 5.1	Governors leading groups to suggest meeting dates with SLT and phase leaders to discuss spring 2 data.	AG/ST/FB		
21/3/17 5.2	Add the estimated 2016/17 PPG funding to the Key Facts docs	EC		
21/3/17 5.4	Share the detail of the projected budget with staff at the next opportunity, to provide context for cuts to resources budget.	KB		
21/3/17 5.4	Consider whether fundraising for much needed resources could be a target for PSA?	FB		
21/3/17 5.4	Consider methods of harnessing 'parent power' to increase admissions and to make suggestions by email.	AH		
21/3/17 5.5	Circulate the Unit teacher job description to the SEND Working Group.	KB		
21/3/17 6.1	Talk to Grey Court about their systems for logging cause for concern.	KB		

21/3/17 6.2	Send times of the restorative justice training to Kate N to circulate to all governors. Feedback to A&C committee.	KB		
21/3/17 6.4	Draft a 'Spotlight' document to be updated for full GB as a replacement for the current Key Facts document	KB/EC		
21/3/17 7	All sections of SEF should be reviewed in detail by the groups above during the first half of next term.	All		
21/3/17 7	Kate N to circulate the Ofsted grade descriptors to consider alongside the SEF.	KN		
21/3/17 11	Identify a suitable Trust (with Maggie B) and arrange a visit.	KB		
21/3/17 12	Headteacher's Report to include summary of number and type of complaint received by the school. To come to June meeting of FGB.	KB		
21/3/17 12	Kate N to scan PPG workshop material and save on 'Governor Training' section of the website.	KN		
21/3/17 12	Jane S to send Kate N any slides from Partnership meeting to be saved on the website as above.	JS		
21/3/17 13	Kate N to circulate the proposed self evaluation form and locate self-evaluation evidence from previous years, for comparison.	KN		
21/3/17 13	Karen B to consider purchasing multiple small A frames to prevent any parking on the yellow hazard lines. Jane S to provide photograph of an example used by a local school.	KB		