

Darell Primary and Nursery School

Minutes of the Meeting of the Governing Body held at the School on
Tuesday 16th May 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	<p>Welcome and Apologies for Absence</p> <p>Apologies were received from David Linnette and Joanne Winship and were accepted by the Chair.</p> <p>Jane Spencer informed the GB that a successful appointment had been made for the position of Assistant Headteacher (subject to references and other checks). Candidate Paul Gilbert impressed the panel in all aspects of the selection process which included observing a lesson and providing feedback; teaching part of a lesson; analysing school data to identify next steps; meeting and answering questions from School Council representatives as well as a formal interview. Governors recommended that this good news should be shared with parents as soon as possible in a statement with full details once his current school (which is local) have agreed timing. Suggested wording:</p> <p><i>'Following last week's information about our forthcoming interviews for a new Assistant Headteacher, we have had a successful interview day and will shortly be making an announcement'.</i></p>	<p>KB</p>

	ACTION: Wording about Assistant HT appointment to be agreed by KB and a note added to the newsletter this week.	
2	Declarations of Interest No interests were declared.	
3	<p>Minutes of the previous meeting and update on actions The minutes of the meeting on 21st March 2017 were accepted as an accurate record, signed by the Chair and will be filed by the clerk and published online. Actions have been updated on the table at the end of the minutes and also listed below:</p> <p><u>SEND leaflet: graduated response</u> This draft is ready for SEND Working Group approval at their meeting on Monday 22nd May.</p> <p><u>Caretaker's flat</u> Despite an earlier verbal indication that the flat would be protected for the duration of AI's employment, there has been further written communication which indicates that a market rent might be charged. The MAT working party to agree wording of a communication to be sent to the Lead Councillor for Education.</p> <p>ACTION: Susanna Z to draft email and Jane S to follow up with Paul Hodgins.</p> <p><u>Summer term monitoring schedule</u> The schedule for the first half of term is now complete. The schedule for the second half of term needs to be finalised and circulated to allow governors to sign up to attend.</p> <p>ACTION: KB to circulate Summer Term 2 monitoring schedule and governors to request attendance as required.</p> <p><u>PSA</u> A meeting with Jessica has taken place to discuss fundraising for school resources. This discussion is ongoing.</p> <p><u>Parental Engagement</u> ACTION: Alan H to bring his suggestions to the Welcome committee meeting in June.</p> <p><u>Cause for Concern – logging systems</u> ACTION: KB will now trial the Andrew Hall system for possible adoption at school.</p> <p><u>Visiting a cross-phase MAT</u> ACTION: KB will contact the CEO of Howard of Effingham multi-phase MAT to arrange a governor visit.</p> <p><u>'No parking' bollards</u> ACTION: KB to ask Katie Bentham to take picture of good bollards at Queen's School for possible purchase.</p>	<p>SZ/JS</p> <p>KB/All</p> <p>AH</p> <p>KB</p> <p>KB</p> <p>KB</p>

<p>4</p> <p>4.1</p>	<p>School Reports received by governors</p> <p><u>Attendance Report</u> Governors noted the contents of the report and asked the following questions. The answers were provided by Emma C:</p> <p>Q What is the impact of not achieving the school's attendance target? There are no sanctions but poor attendance has an impact on the school's Ofsted rating. 96% attendance is the national average. It is felt that having a school target helps SLT to monitor progress. A recent initiative is to look at families whose children's attendance is under 95%. There are 130 families in this category and improving their attendance would have a significant impact on the overall average.</p> <p>Q Has the school looked at the link between pupil attendance and attainment? Yes, this link is examined at pupil progress meetings every half term.</p> <p>Q Is the school doing everything it can to prevent persistent lateness? This has been an area of focus this year and we are aware of the overlap between lateness and PPG. We have identified families whose children are late most frequently and have spoken to the parents. This had led to different strategies being put into place, for example a free place at breakfast club has been offered, to provide flexibility, because the child can be dropped off any time after 7.30am. In another case, a reward chart has been put in place to help incentivise a child to leave home for school on time in the morning.</p> <p>Q What the school is doing about persistent absenteeism? Case studies have been provided in the report. They provide an illustration of the case-by-case approach adopted with families whose children are persistently absent.</p> <p>Governors noted that the regular Attendance Report was a welcome and useful document.</p>	
<p>4.2</p>	<p><u>Safeguarding Report</u> Governors noted the content of the report and asked the following questions, which were answered by Karen B.</p> <p>Q What is a Child in Need Plan? The Child In Need Plan is a level below the Child Protection Plan. Vulnerable children are often assigned a social worker and they may be put onto a Child in Need Plan to support them for a particular period. The intensity of professional involvement is less than for a child on a Child Protection Plan.</p> <p>Q What is the logic behind training the school caretaker up to level 3? This is important because one of AI's roles is to liaise with outside contractors. In addition, the school is expected to have a trained safeguarding officer on duty 24 hours a day. Members of the SLT do not live close enough to school to respond with appropriate speed. AI lives very close to school and could respond</p>	

<p>4.3</p>	<p>much faster, if a circumstance required it.</p> <p>Jane S and Jenny M (Safeguarding governors) reported that they attend regular meetings with Designated Safeguarding Lead, Deborah L. Their next meeting takes place next week and they have already submitted a list of questions for discussion prepared after attending a recent governor safeguarding training session.</p> <p><u>Key Facts – new look document</u></p> <p>The new Fast Facts sheet was received by governors who commented that it gave a very good visual impression but was perhaps less good at providing data in detail. Included on this sheet is information on the grants received by the school for PPG, EYPPG and PE. The chart indicating the numbers of pupils in each year group is also particularly welcomed. It was noted that the document needs a heading to show the date of the report, as this will change with each version produced.</p> <p>ACTION: Governors to provide feedback on Fast Facts doc to Kate before Wednesday 24th May.</p>	<p>KN</p>
<p>5</p> <p>5.1</p>	<p>Ofsted Preparation: what governors need to know</p> <p>Jane S explained that an inspection is anticipated before the end of the school year.</p> <p><u>Inspection Process</u></p> <p>Jane S outlined the inspection process which would begin with a phone call to Karen at midday the day before the inspector arrives. The inspector (probably only one at a school of this size) would probably arrive by 7.30am. By mid-afternoon at the latest, the inspector would decide whether or not the school was secure in its current category (ie. 'good'). If the school was not thought to be secure, the inspector would convert to a Section 5 Inspection, which would involve a more detailed review, taking place over two further days. If the inspector on site was trained to carry out a Section 5 Inspection he would return the following day with additional colleagues, and the inspection would conclude on the second day. If the inspector is not able to lead the Section 5 Inspection, he would leave after day 1 and spend one full day off site, briefing another inspection team, who would return with additional colleagues on day 3 and remain for a further two days (days 3 & 4), in both scenarios the same number of inspection hours would be undertaken.</p> <p><u>Parents views are considered</u></p> <p>All parents receive the Ofsted questionnaire on day 1. It was noted that the recent school questionnaire is based on the one used by Ofsted.</p> <p><u>Interview with members of the GB</u></p> <p>In the course of the inspection, members of the GB would be interviewed. It would be good to involve as many governors as possible, preferably the Chair, vice-chair, and chairs of all committees and working groups, as well as the designated governor(s) for safeguarding etc. The Chair of Governors will inform</p>	

<p>the inspector that they are not available until after 2pm, this will allow time for the SIP meeting to have taken place and governors briefed on the key lines of enquiry.</p> <p>A file of evidence is being set up so that governors can take it into their interview with the inspector. There is no problem with looking through it during the interview: governors will not be expected to know everything! Jane S explained that she had prepared (with the help of local SIPs) a written guidance document with some likely lines of enquiry.</p> <p>ACTION: All governors to read the Ofsted preparation document and provide any feedback to Kate before Wednesday 24th May 2017</p> <p>ACTION: SLT to provide response to the list of weaknesses listed on the first page of the Data Dashboard and distribute to gov.</p> <p>The whole governing body considered possible answers to a likely questions from Ofsted:</p> <p>Q. What are the three main strengths of the school?</p> <ol style="list-style-type: none"> 1. Inclusivity (we aim to support every child) 2. Safe and happy pupils (there is evidence of this in the recent questionnaire) 3. Progress and added value (children make progress, whatever their starting point) this was subsequently questioned during the teaching and learning review and may change in the final document <p>Other suggestions included</p> <ul style="list-style-type: none"> • Good levels of development in EYFS • Forward looking leadership, energised by robust review. <p>Q. What are the school's priorities for development?</p> <p>Karen B offered these four top priorities, which overlap items on the SDP.</p> <ol style="list-style-type: none"> 1. Reading 2. Progress of the middle-achievers 3. Attainment and progress over KS1 4. Improving attendance <p>Q. What is the impact of the school's Pupil Premium and Sports Premium grants?</p> <p>Emma C agreed to take this on and circulate detailed responses.</p> <p>ACTION: Emma C to circulate her answers to the likely questions about the impact of these grants.</p> <p>Q. Is the website compliant?</p> <p>The school has checked the website and believes it to be compliant. The inspector will have checked the website prior to arriving at the school.</p> <p>Q. Are governors attending training and does this have an impact?</p> <p>Yes, short reports on the training attended and other evidence of training (eg Safeguarding, PPG) is on the governor section of the website and governors disseminate information at FGB. Need to detail impact.</p>	<p>ALL</p> <p>KB</p> <p>EC</p>
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	<p>Q. Is personal development, behaviour and welfare an improving picture at school? Is bullying reported to FGB? Yes, governors receive a behaviour report at FGB and the SDP monitoring group for Behaviour and Safety meet termly to monitor impact and improvement.</p> <p>Q8. How is a culture of safeguarding promoted and evidenced? The school has made many improvements to its safeguarding arrangements this year. E-safety is the topic of an annual event for parents, teachers cover online safety as part of ICT and children attend an annual workshop on how to be safe online. The school has an E-Safety policy.</p> <p>ACTION: Karen B / Jayne B to put the E-Safety policy onto the website.</p> <p>Q. How do you promote British values? The Jigsaw scheme of works includes lessons where British values are discussed, the scheme also covers PREVENT strategy. Last year's RE link report focussed on how British values were being embedded with pupils. There are a number of examples of the implementation of these values (eg democracy, the rule of law) at school and there is a display board to explain these values to children in an appropriate way.</p> <p>ACTION: Anna G and Janet D to work with Corinne T to produce a short report for governors on British values.</p> <p>Q. How do you promote a culture of high expectations? One example of this is the fact that teachers are now expected to be completely familiar with - and feel accountable for – their class's data.</p> <p>Q. How have governors ensured that pupils receive a broad and balanced curriculum? Subject link visits take place twice a year, providing an opportunity for governors to learn about different aspects of the curriculum. External agencies conduct learning reviews which are shared with the GB. Cultural activities are frequent: a visit, school trip or 'wow' moment takes place each week, throughout the year. The school is rightly proud of its involvement with community music events.</p>	<p>KB/JB</p> <p>AG/JD</p>
6	<p>GB Self-Evaluation exercise</p> <p>Governors were divided into five smaller groups to discuss the different elements of the self-evaluation exercise for 20 minutes. The groups then fed back to the whole GB and further details were added to the answers.</p> <p>ACTION: Kate N to circulate the collated self-evaluation responses with the FGB minutes.</p>	<p>KN</p>
7	<p>IMPACT analysis: How are we improving the outcomes for children?</p> <p>The GB's thorough self-evaluation exercise, undertaken both in small groups and as a board, has identified a number of areas for improvement, which will now</p>	

	be added to the GB's workplan. These improvements will all contribute to improving outcomes for pupils.	
8	<p>AOB</p> <p><u>SATS administration: governor visit</u> Fiona B visited the school during SATs week and recorded where requirements were being met and good practice followed. Fiona noted that access to the papers had not been logged this year.</p> <p>ACTION: Fiona B to send completed and signed KS2 audit checklist to Kate N, for filing.</p> <p>MAT Update</p> <ul style="list-style-type: none"> • The GB is intending to make a decision whether or not to form an academy and join the Every Child, Every Day Trust at the FGB meeting on 27th June 2017. • The school's due diligence questions have been sent to Every Child, Every Day and we are waiting for a response. • Governors will be invited to attend a visit to another cross-phase MAT in the second half of term. • There will be an opportunity for governors to meet the Every Child, Every Day Trustees in due course <p>ACTION: Governors are invited to send any questions for the cross-phase MAT to Susanna Z by 26th May, please, so that she can compile a list.</p> <p><u>Mock Ofsted Interview with governors</u> Assistant Headteacher at Grey Court, Amy Jackson, has offered to do a mock interview with governors. It would take a maximum of an hour, after 7pm one evening.</p> <p>ACTION: Karen B / Jane S to request possible dates and circulate to governors.</p>	<p>FB</p> <p>ALL</p> <p>JS/KB</p>

The meeting ended at 9.05 pm

Signed by the Chair _____

Full Governing Body Actions

Updated as of 16th May 2017

Meeting/ Minute	Action	Assigned to	Update	Completed?
21/3/17 5.1	Phase data meetings: discuss spring 2 data.	AG/ST/FB	Underway	
21/3/17 5.2	Add the estimated 2016/17 PPG funding to the Key Facts docs	EC	Done	Done
21/3/17 5.4	Share the detail of the projected budget with staff at the next opportunity, to	KB	Done	Done

	provide context for cuts to resources budget.			
21/3/17 5.4	Consider whether fundraising for much needed resources is target for PSA?	FB	Ongoing	
21/3/17 5.4	Consider methods of harnessing 'parent power' to increase admissions.	AH/Welcome Committee	To Welcome Committee	
21/3/17 6.1	Talk to Grey Court about their systems for logging cause for concern.	KB	Done – Grey Court does not use a better system	Done
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	Done	Done
21/3/17 6.4	Draft a 'Spotlight' document as a replacement for the current Key Facts document	KB/EC	Done – called 'Fast Facts'	Done
21/3/17 7	All sections of SEF should be reviewed in detail by the groups above during the first half of summer term.	All	Underway	
21/3/17 7	Kate N to circulate the Ofsted grade descriptors to consider alongside the SEF.	KN	Done	Done
21/3/17 12	HT's Report to include summary of number and type of complaint received by the school. To come to June meeting of FGB.	KB	FGB June 2017	
16/5/17	Wording about Assistant HT appointment to be agreed by KB and a note added to the newsletter this week.	KB		
16/5/17	Seek resolution to disagreement about caretaker's flat status: Jane to speak to Paul Hodgins.	JS		
16/5/17	Circulate Summer Term 2 monitoring schedule and governors to request attendance as required.	KB/SLT		
16/5/17	Parental engagement: suggestions to the Welcome committee meeting in June.	AH	To Welcome Committee	
16/5/17	Trial Andrew Hall system for logging cause for concern for possible adoption at school.	KB		

16/5/17	Contact the CEO of Howard of Effingham multi-phase MAT to arrange a governor visit.	KB		
16/5/17	Governors to send any questions for the cross-phase MAT to Susanna Z by 26 th May.	All		
16/5/17	Ask Katie Bentham to take picture of good bollards at Queen's for possible purchase.	KB		
16/5/17	Governors to provide feedback on Fast Facts doc to Kate before Wed 24 th May.	All		
16/5/17	Read Ofsted prep. doc and provide any feedback to Kate before 24 th May.	All		
16/5/17	Provide response to first page of the Data Dashboard and distribute to govts.	SLT		
16/5/17	Circulate answers to the likely questions on PPG/PE grants.	EC		
16/5/17	E-Safety policy to go onto the website.	KB/JB		
16/5/17	Work with Corinne T to produce a short report on British values.	AG/JD		
16/5/17	Circulate collated self-evaluation responses with the FGB minutes.	KN		
16/5/17	Send completed and signed KS2 audit checklist, for filing.	FB		
16/5/17	Request possible dates for mock interview and circulate to govts	KB/JS		