

Darell Primary and Nursery School

Minutes of the Meeting of the Governing Body held at the School on
Tuesday 6th February 2018 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 <i>(see item 2)</i>	Vacancy Alan Hamilton	Mar 21
Headteacher		Karen Bos	N/A
Staff (1)	Election	Vacancy	
Co-opted (9)	Governing Body <i>(see item 2)</i>	Janet Deboo Anna Gilbert Luke Martyr Jenny Mikkelsen (Vice-Chair) Tracey Mullins Kate Scally Joanne Winship Susanna Zotov (Chair) Fiona Booth	Dec 18 Sept 21 Dec 21 Dec 19 Jun 18 Dec 18 Dec 18 Sept 21 Feb 22
Associate Members	Governing Body	Jane Spencer Anthony Dunn	Sept 18 Dec 18

bold = absent

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

		ACTION
1	Welcome and Apologies for Absence Apologies for absence were received from governors Anna Gilbert, Kate Scally, Joanne Winship and associate member Anthony Dunn. These apologies were accepted by the Chair and will be noted by the clerk.	
2	GB Membership Susanna Z proposed that Fiona Booth be appointed as a co-opted governor in order to ensure continuity for the important work of A&C committee. The proposal was seconded by Alan Hamilton and Fiona B was appointed by a unanimous vote of governors present. There will be a parent governor election later this term to fill the vacancy and the new parent governor will be welcomed at the FGB meeting on 27 th March 2018.	
3	Declarations of Interest Jane Spencer completed a new form declaring her new role as governor at Richmond upon Thames school. No other new interests were declared by the	

	governors present at the meeting.	
4	<p>Minutes of the previous meeting and update on actions</p> <p>The minutes of the FGB meeting on Tuesday 12th December 2017 were accepted as an accurate record. The minutes were signed by the Chair and will now be published by the clerk. The updates on actions noted at the meeting have been added to the table at the end of this document.</p>	KN
5	<p>School Improvement</p> <p>Governors asked the following questions about the individual reports that had been circulated as part of the HT's report:</p>	
5.1	<p><u>Teaching and Learning</u></p> <p>Q The coaching pairs model looks very positive. Is there a cost to the school's budget to release teachers from their classes in order to 'coach'? No, this is being covered in house, mainly by SLT.</p> <p>Q How are the coaching pairs decided upon? The pairs are chosen according to experience and with careful consideration of personalities. Karen B explained that it was very important that teachers didn't feel that their coaching partner was judging them: a positive relationship was key to this model.</p> <p>Q What is the expected outcome of the coaching pairs? At this point the objective is teachers' professional development and also to develop the coaching style at our school. Our next step will be to use the technique to develop the teaching of Writing across the school.</p> <p>Q Will an evaluation of the benefits be reported to FGB? When? – Yes:</p> <p>ACTION: Karen B to submit an evaluation report on coaching pairs to FGB in the summer term.</p> <p>Q What happens if a teacher is not making improvement? Then we would follow normal procedures: informal support for 4-5 weeks then formal support for 5-6 weeks and then capability proceedings.</p> <p>Q Would it be possible to hear more about the Shanghai teaching method at A&C Committee? - Yes</p> <p>ACTION: Paul G to brief A&C Committee on the Shanghai method at the next appropriate meeting.</p> <p>Q Can we have a focus on MPAs (middle prior attainers) at our data meetings this term so we can monitor this group effectively? Yes, and this is now part of teacher performance management. Data will soon have been gathered for half of the school year and governors will be able to get a clearer idea of how much progress is being made by the MPA pupils.</p> <p>Q Have the current series of lesson observations come to an end (marked tbc</p>	<p>KB</p> <p>PG</p>

on the report) and what was your conclusion about the teaching observed?
SLT feel that all observed lessons have been good or better. Two teachers have been off work due to sickness but their lessons will be observed when they return.

5.2 Attendance

Q What is the 'legal attendance letter' – does LBRuT support legal action?

In this letter, parents are given notice to improve their child's attendance over a set review period of one month. LBRuT will not pursue legal action over holiday absence but it supports this process over persistent absence. SLT explained that the borough is actually helping the school take stronger action on attendance. Working closely with one of the LBRuT's EWOs, the school has been advised that pupils who are persistently late (arrival after 9.30am) should be recorded as unauthorized absence for the morning session. This advice has enabled the 'legal attendance letter' to be triggered in at least one instance.

Q Can we look at the few families below the threshold in more depth?

This term we don't have any families who have dropped below the threshold of 80%.

Q To what do you attribute the fact that there are no longer any families beneath the 80% threshold?

We know that this is due to SLT working very closely with the small number of families whose children had very poor attendance.

5.3 Safeguarding

Karen B updated governors and explained that dealing with safeguarding issues was taking up a significant and unsustainable amount of SLT time. These issues are often low level, involving vulnerable families where the parents require a lot of one-to-one support, covering issues such as benefit form completion or home organization.

Q How many families are SLT involved with in this way?

There are currently three families and each of the three member of SLT provides regular support - for example a meeting with the parent each week.

Q What plans are in place to find a better solution?

A member of staff specifically responsible for family support would be a better solution. Ideally the same person should work with vulnerable children in the school and also with the family at home, acting as a Home-School link. The school's part time ELSA only has time to work with children, not the whole family. Karen B reminded governors that from Easter, Riverbank will return for one half day each week and they will take over running Parent Hub, at least until September 2018.

Q Do any other schools in the borough have a Family Support Worker?

Yes, for example Nelson primary school has a similar demographic and they employ one. Due to the sensitivity towards any reference to social services, the term 'pastoral care' is sometimes preferred to 'family support'.

ACTION: Karen B to work on a job description for a Home-School Link worker,

<p>5.4</p>	<p>including hours and costing, to be considered by Resources Committee as part of budget process.</p> <p><u>Behaviour</u> Karen B pointed out that the year group with the highest incidence of behaviour incidents is year 4 and that there is one high needs pupil in year 1 who is responsible for a significant number of incidents in that year group.</p> <p>Q How can governors monitor whether or not behaviour has improved in school since this time last year? Behaviour has been reported to governors in a stand-alone report since Dec 2016 (and before that as part of the HT's report) but the development of the restorative approach at school since September 2017 has led to a change in the way that incidents are reported. Therefore data comparison is not straightforward. Karen B explained another difficulty caused by the change of approach: sometimes parents hear about incidents of bad behaviour at school from their children and fail to recognize the school's restorative approach, so conclude that the incident has not been dealt with at all. Further explanation may be required.</p> <p>The recent classroom observations have given SLT an opportunity to see behaviour in the classroom: an improvement has been noted. Most reported behaviour incidents now take place at playtime and it is felt that this may be due in part to the inconsistency of Fit 4 Sport staff, who oversee the playground.</p> <p>Q What is 'positive handling of children' as mentioned in the report? This is a technique for de-escalating behaviour and it has been taught to teachers since Spring 2016, when Karen B arrived at Darell. Unfortunately high staff mobility has meant that a number of new staff still need to be trained.</p> <p>Kate N to make some small amendments to the Behaviour report (replace 2018 with 2017) before filing the corrected version.</p>	<p>KB</p> <p>KN</p>
<p>5.5</p>	<p><u>SIP Report</u> It was noted that this useful report from the new SIP contained questions for governors to consider.</p> <p>ACTION: Each committee chair to ensure that the SIP report 'questions for governors' are addressed in the respective committees.</p> <p>Q What does the term 'pupil conferencing' mean? This refers to the technique of releasing the teacher to spend 1:1 time with a specific child from their class. At the moment this takes place while the rest of the class is having a Music or French lesson.</p>	<p>Chairs</p>
<p>6</p>	<p>Committee Updates Chairs of committees and working groups verbally summarised the recent highlights of their committee or group's work.</p> <p><u>Resources Committee (most recent meeting - 30th January 2018)</u> Susanna Z chaired the last meeting in the absence of Anna G. New School</p>	

	<p>Business Manager Sara Burberry is getting to grips with the role and helping by suggesting greater clarity in the budget: this will make ring-fenced grants (eg PPG) easier to separate from other income. Despite the many efforts of SLT and the SBM to decrease spending, the school is likely to be in deficit by the end of the year. It is noted that the dilapidation of IT equipment is a particular problem. The two major projects for the committee at the moment are preparing the budget for next year and continuing with the H&S review that began earlier this term: Luke and Susanna are meeting Sara B this week to discuss further actions.</p> <p><u>Achievement & Curriculum Committee</u> (most recent meeting - 19th Dec 2017) Fiona Booth explained that committee members are now scrutinising the data in separate 'phase' meetings for 30mins before the full committee meeting, each term. Each phase has its own strengths and challenges, which are then explained to the other members of the committee. MPAs are a key focus in these meetings and it is felt that this targeted method of reviewing data should continue for the rest of the year.</p> <p><u>PPG Working Group</u> (most recent meeting - 23rd January 2018) Jane S summarized some points, in the absence of Joanne W. It was requested at the last meeting that the PPG income be put into a separate line in the budget, for greater clarity. In addition to reviewing the updated PPG Strategy documents, governors received a useful case study but agreed that they would not request such a detailed report in future as it took up so much SLT time. Governors received information which clearly indicated the progress of PPG children but they asked if they could also see attainment data alongside, so that it was clear how this related to national averages. The working group also agreed that a whole school PPG and SEND data group comprising Emma C, Amanda B, Jenny M and Joanne W would meet termly, alongside the phase groups, to raise any issues at A&C.</p> <p><u>SEND Working Group</u> (has not met this term)</p> <p><u>Welcome Committee</u> (most recent meeting - 9th January 2018) Alan H explained that developing the Vision had been the priority for the term so far and individual members had fed back to Karen B and attended the parent meeting. The next major project for the committee is the parent surveys which will be conducted online this year, with papers copies offered if required. The committee will ask class reps to help encourage parents to respond: the target is for 50% participation. Alan H explained that he was also hoping to do a piece of work about school volunteers; aims and objectives to be discussed.</p> <p>Committee chairs were thanked for their informative updates.</p>	
7	<p>Clerk's update Kate N mentioned the following:</p> <p>Governors are reminded to report any changes to the declaration of interests forms that they completed in September 2017.</p> <p>There will be a parent governor election later this month and the school is still looking for a new staff governor: the role will be re-advertised next half term.</p>	

	<p>A single policies matrix is being devised to make it easier for SLT and staff to manage their workload by providing a spreadsheet which can be filtered to show the policy reviews by school term. The matrix will be shared with committee chairs later this month and improved, then used at all meetings to track policy reviews and approvals.</p>	
8	<p>MAT update Susanna Zotov provided the following update:</p>	
8.1	<p><u>Progress to date</u> The application to convert to an academy was submitted last week and it will be considered at the next Headteachers' Board, which is likely to be in early March (pending confirmation by RSC). There is no update on the complaint received by the GB last year. The DfE has not stated that they are dealing with a complaint about the GB. Governors agreed that the school community should be informed that the application has now been submitted.</p> <p>ACTION: Susanna Z to draft a letter stating that the updated application to convert to an academy as part of the ECED Trust has now been submitted.</p>	SZ
8.2	<p><u>Academy Conversion Working Group</u> Governors are invited to join a working group which will work with the Trust on the details of the academy conversion. The following governors volunteered: Tracey M, Jenny M, Susanna Z, Alan H, Fiona B and Jane S.</p> <p>There was a discussion about whether the previously declared conflict of interest continued to prevent Jane S's involvement in the new working group. No agreement was reached and it was decided to wait until after the HT Board to seek advice on how to resolve this issue.</p> <p>Susanna Z shared a draft terms of reference document for the working group, which was approved and will be filed, subject to the following amendments: 1. clarification of the frequency of reporting back to FGB 2. add 'and/or School Business Manager' to the quorum requirement.</p> <p>Jane S explained that the reporting mechanism between the local governing bodies at the individual schools and the Trust was currently being discussed at Trust level and any suggestions from the GB would be welcomed. Jane S also reported that a meeting/event was planned for the summer term to which all governors from schools already in the MAT or preparing to join, would be invited.</p>	KN
8.3	<p><u>Letter regarding accountability of MATs</u> Alan H asked governors to consider the letter to Lord Agnew at DfE, concerning the need for greater transparency within MATs. Governors discussed whether the current lack of growth checks on expanding MATs represented a risk that had not previously been highlighted. The worst case would be if a MAT made such rapid expansion that it was no longer capable of supporting the schools within the Trust. Governors noted the following mitigating factors:</p> <ul style="list-style-type: none"> • Ofsted are now developing MAT-wide inspections (not only the individual 	

	<p>schools). This will introduce a new level of scrutiny</p> <ul style="list-style-type: none"> • The due diligence process is completed before the final agreement is signed, therefore there is time to investigate this question of over-expansion prior to joining • Darell have been invited by the Trust to make suggestions regarding the scheme of delegation and could explore whether this instrument could be used to protect the school in the event of the MAT expanding, to the school's detriment. <p>Some governors commented that it was good to know that MATs would be subject to greater scrutiny in future. Alan H will update governors with more information about the aforementioned 'growth checks', when it becomes available.</p>	
9	<p>Vision for Darell</p> <p>Governors thanked Karen B and her team for this significant piece of work. One governor commented that it was the first time that they had seen the 'Darell vision' stated so clearly and concisely in a stand-alone document. There was some discussion about some of the detail and a number of minor amendments were suggested to the wording, but it was agreed that the most important part of the piece of work were the three key words: Enjoy, Inspire, Achieve. Karen and team are confident that these words also reflect the children's experiences of Darell.</p> <p>The Vision was approved by governors and it will now be disseminated to the school community. Welcome Committee will monitor the impact of communication of this vision, through the parent surveys in the summer term.</p>	
10	<p>Developing our strategic plan</p> <p>10.1 <u>GB Planning and Strategic Priorities</u></p> <p>Susanna Z presented her proposal for development planning over three years instead of the current annual SDP. She explained that each of the four remaining FGB meetings this academic year will include an agenda item on planning, with the draft SDP to be received by FGB in June. Governors differed in opinion over whether this was a departure from previous SDP-setting activities but all agreed that it was important that the SDP was viewed as a rolling programme over a number of years. Karen B noted that the SATs results and also staffing challenges will only become clear late in the school year and the SDP will have to be flexible enough to accommodate change. It was agreed that the SDP brought to FGB in the summer should reflect the top line priorities over the next three years.</p> <p>Q Will the MAT want to influence the content of the school's SDP?</p> <p>On the contrary - it is likely that the school will have complete autonomy in writing its SDP.</p> <p>Q What is the relationship between the SDP and the SIP?</p> <p>School Improvement Plan and School Development Plan are interchangeable. The school's improvement partner (SIP) works with SLT to develop their strategic priorities: at the moment these priorities all relate to teaching and learning. We will use the terminology School Development Plan, to avoid confusion with SIP.</p>	

<p>10.2</p> <p>10.3</p>	<p><u>Risk Assessment Process</u> Susanna Z explained that the Resources Committee already used a Risk Management Register and she proposed that this concept should be extended to the whole GB. The model suggested for the register is already in use at AfC, at the MAT, and is a standard format. The process is to decide on the likelihood of something happening and then identify actions to prevent/limit the damage. By using the committee and working group terms of reference, it becomes possible to identify the different areas of risk.</p> <p>ACTION: Committee and working group chairs to fill in their areas of the register and discuss at the committee chairs' meeting on Friday 23rd February.</p> <p><u>Strategic Priorities</u> Having agreed the vision, the next step is to agree the strategic priorities. Due to time constraints in the meeting, this discussion will take place in the committee meetings with a review at the next FGB.</p> <p>ACTION: Committee chairs to ensure all governors have an opportunity to input into strategic priorities.</p>	<p>Cfte Chairs</p> <p>Cfte Chairs</p>
<p>11</p> <p>11.1</p> <p>11.2</p>	<p>GB Self-evaluation discussion</p> <p><u>Self-evaluation tracking document</u> Susanna Z proposed that the areas for improvement identified in the GB self evaluation activity carried out last summer should now be followed up. It was agreed that each assigned governor would work on closing their own actions (as identified in the self evaluation action tracker). Susanna Z and Jenny M will discuss the SLT actions at their weekly meetings with Karen B. Any issues or updates should be discussed with Susanna Z.</p> <p><u>Succession Planning</u> Susanna Z noted that many governors are approaching the end of their current term of office and if each of these governors left the GB at this point, by December 2018 only 6 of our current governors would remain on the GB. In addition, under the MAT, the Governing Body need to consider whether there might be a change in the size or make-up of the GB, when it becomes a (Local) GB. It is however very important to maintain sufficient governors will the right skills to remain effective. Governors discussed how best to advertise future vacancies and Susanna Z confirmed that we will be using governor support and websites such as SGOSS or Inspiring Governance. Some actions were noted:</p> <p>ACTION: Joanne W to identify a vice Chair for PPG Working Group. ACTION: Fiona B to write a 1-page outline of the role of the committee chair, to help clarify the work involved. ACTION: Kate N will circulate a new skills audit, based on the governance competencies, to be completed over half term and returned by Friday 23rd February 2018. ACTION: Karen B's letter informing parents about the forthcoming election should explicitly welcome nominees with a finance background. ACTION: Susanna Z requested that all governors consider whether they would like to continue as a governor at the end of their term or when the school</p>	<p>JW</p> <p>FB</p> <p>KN</p> <p>KB</p> <p>All</p>

	<p>converts to a MAT, whichever is earlier.</p> <p><u>Governor Training</u> Susanna Z shared an impression of how secure the GB was in the main competency areas, based on the training that governors had attended. Each committee needs to ensure that at least one person has attended relevant AfC training, for example, members of the Resources Committee should have attended the AfC Schools' Financial Management course. However, all governors are encouraged to attend any training opportunity that they consider valuable for their development. A governor also noted that the online training is also very useful and covers many of the same areas.</p> <p>Every effort should be made to share knowledge with other governors. In future, it was agreed that all governors will share a few bullet-points from their training. A number of governors have already been doing this and the reports are available in the 'governor training' section of our secure website area.</p> <p>ACTION: Kate N to book Luke M onto the next School's Financial Management course and Chair will monitor for gaps in training and identify volunteers.</p>	KN
12	<p>AOB and date of next meeting</p> <p>One governor shared thoughts about the OFSTED training received immediately before the meeting, expressing the view that it was under ambitious to consider remaining 'good' a target: Darell should be aiming for 'outstanding'.</p>	

The meeting ended at 9.05 pm

Signed by the Chair _____

Full Governing Body Actions

Updated as of 6th Feb 2018

Meeting/ Minute	Action	Assigned to	Update	Completed?
27/6/17 3	Evidence of impact should be gathered and submitted to Richmond Parish Lands	SLT/FB	FB and EC have submitted the info.	Done
12/12/17 10	Invite Frank K and the Trust's new COO to a working session to discuss key issues, such as scheme of delegation	SZ/JM	In progress: see update under item 8.	
12/12/17 7	Governors to provide feedback on the draft vision and 3-5 year plan to Karen B by Thursday 21 st December.	All	Done – governors gave feedback by email	Done
12/12/17	Add approval of vision as an	SZ/KN	Done	Done

7	agenda item for Feb 2018 FGB meeting.			
12/12/17 8	Comments and feedback about the SIP and strategic priorities document should be forwarded to Karen B before the end of term.	All	Done	Done
12/12/17 9	Explain how teacher sickness absence is covered in letter to parents.	SLT	Still to be actioned	
12/12/17 9	Put the request to pursue support a visa application into an email to Anna G to be considered by Resources Committee.	KB	To be considered at Resources Committee on 30 th Jan 2018.	Done
12/12/17 13	Forward the details of online safer recruitment training to all governors. When completing the training, governors should let Kate N know, so that a record can be kept.	KB	Janet and Luke have undertaken training	Done
06/02/18 4	Submit an evaluation report on coaching pairs to FGB in the summer term.	KB		
06/02/18 4	Brief A&C Committee on the Shanghai method at the next appropriate meeting.	PG		
06/02/18 5.5	Write a job description for a Home-School Link worker, including hours and costing, to be considered by Resources Committee as part of budget process.	KB		
06/02/18 5.5	Ensure that the SIP report 'questions for governors' are addressed in the respective committees.	Chairs		
06/02/18 8.1	Draft a letter stating that the updated application to convert to an academy as part of the ECED Trust has now been submitted.	SZ		
06/02/18 10.2	Ensure all governors have an opportunity to input into strategic priorities.	Chairs		
06/02/18 10.3	Committee and working group chairs to fill in their areas of the register and discuss at the standing committee meeting on	Chairs		

	Friday 23rd February.			
06/02/18 11.2	Identify a vice Chair for PPG Working Group.	JW		
06/02/18 11.2	Write a 1-page outline of the role of the committee chair, to help clarify the workload.	FB		
06/02/18 11.2	Circulate a new skills audit, based on the governance competencies, to be completed over half term and returned by Friday 23rd February 2018.	KN		
06/02/18 11.2	Letter informing parents about the forthcoming election should explicitly welcome nominees with a finance background.	KB/KN		
06/02/18 11.2	All governors to consider whether they would like to continue as a governor at the end of their term or when the school converts to a MAT, whichever is earlier.	All		
06/02/18 11.2	Book Luke M onto the next AfC School Financial Management course (16/05/18 and 23/5/18). Chair to monitor any other gaps in training.	KN		