

## Darell Primary and Nursery School

Minutes of the Meeting of the Governing Body held at the School on  
Tuesday 27<sup>th</sup> March 2018 at 7.00 pm

### Constitution and Membership

Membership Category	Appointed By	Name	End of Term of Office
LEA (1)	LEA	<b>David Linnette</b>	Nov 18
Parent (2)	Election	Vacancy Alan Hamilton	Mar 21
Headteacher		Karen Bos	N/A
Staff (1)	Election	Vacancy	
Co-opted (9)	Governing Body	<b>Janet Deboo</b> Anna Gilbert Luke Martyr Jenny Mikkelsen (Vice-Chair) Tracey Mullins <b>Kate Scally</b> 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 <b>Anthony Dunn</b>	Sept 18 Dec 18

**bold = absent**

Also attended: Assistant Headteachers Emma Claridge and Paul Gilbert,  
Kate Nepstad (Clerk)

		ACTION
<b>1</b>	<b>Welcome and Apologies for Absence</b> Apologies for absence were received from governors Kate Scally and David Linnette, and also from Associate Member Anthony Dunn. Janet Deboo had been asked to attend an AfC Joint Governors' Partnership meeting on behalf of the GB and her apologies for absence were also accepted.	
<b>2</b>	<b>Declarations of Interest</b> No new interests were declared by the governors present at the meeting.	
<b>3</b>	<b>Minutes of the previous meeting and update on actions</b> The minutes of the FGB meeting on Tuesday 6 <sup>th</sup> February 2018 were accepted as an accurate record, subject to the correction of a typo on p2 (the reference to 'S&C Committee' should read 'A&C Committee'). The minutes were signed by the Chair and will now be published on the website. The updates on actions noted at the meeting have been added to the table at the end of this document.	<b>KN</b>

4	<p><b>School Improvement</b></p> <p>Governors received the Headteacher's report and associated documents. It was noted that the Teaching &amp; Learning report had already been reviewed in detail at A&amp;C Committee and the Attendance and Behaviour reports had also already been shared with governors as part of the preparation for Ofsted last week.</p>	
4.1	<p><u>Attendance Report</u></p> <p>There were no questions from governors.</p>	
4.2	<p><u>Behaviour Report</u></p> <p>Governors asked the following questions:</p> <p><b>Q From the minutes of the last FGB, it sounds as if parents do not understand the principles of Restorative Justice. Is this the case?</b></p> <p>No, this isn't the feedback that SLT have received. Karen B provided an example involving some Yr 5 pupils, who had damaged school property and instead of being reprimanded were made to understand the implications of their actions in a restorative session with SLT. The outcome was that the pupils were able to explain what they had done (and the consequences) to their own parents without school needing to get involved. The minutes are correct: there is a separate issue of some parents not <i>liking</i> the restorative approach.</p> <p><b>Q Why do some parents not want the school to follow a restorative approach?</b></p> <p>Some parents feel strongly that longstanding issues between pupils cannot be resolved from a better understanding of the others' point of view.</p> <p>Restorative Justice is now explained in the school's Behaviour Policy. Governors suggested that the school could do more to communication this positive approach to parents.</p> <p><b>ACTION: Karen B to add examples of Restorative Justice in practice to the newsletter next term and publish the new leaflet which explains its use at Darell.</b></p> <p><b>ACTION: Karen B to add mention of the school's commitment to the principles of Restorative Justice to the Home School Agreement next year.</b></p>	<p>KB</p> <p>KB</p>
4.3	<p><u>Teaching and Learning Review</u></p> <p>Governors asked the following questions:</p> <p><b>Q When will the specific recommendations made in the Teaching &amp; Learning review be followed up?</b></p> <p>Karen B gave some examples: the Reading and Writing elements will come to the A&amp;C meeting in June. It is likely that Spelling will be a whole school focus for the next academic year. The comments about PPG will be picked up at the PPG Working Group meeting in May.</p> <p>Karen B explained that the Ofsted inspection and the SPARK Teaching &amp; Learning review had both picked up EYFS as an area needing improvement. This meant that it would be a key objective on the SDP for next year. It would be sensible to combine the feedback and use this to plan the SDP objective rather than consider each report separately.</p>	

<p><b>4.4</b></p>	<p><b>ACTION: Karen B and Corinne T will plan a training session for governors on EYFS.</b></p> <p><u>SEF (School's Self Evaluation Summary)</u>  There was a discussion around the purpose of this eight-page document. Karen B explained that it had not been used during the Ofsted inspection and that it is no longer an Ofsted requirement that a school has a SEF in place. Governors commented that it might not need to be a single document – the different sections could come to a committee or FGB as follows:</p> <ul style="list-style-type: none"> <li>• Leadership &amp; management – FGB</li> <li>• Personal development, behavior and welfare – Welcome</li> <li>• Teaching, learning and Assessment – Achievement &amp; Curriculum</li> <li>• Outcomes – Achievement &amp; Curriculum</li> <li>• Specialist provision – SEND working group</li> <li>• EYFA – FGB</li> </ul> <p><b>ACTION: Karen B to propose a streamlined SEF format which is based on the new Ofsted framework and discuss with Susanna Z.</b></p>	<p><b>KB</b></p> <p><b>KB/SZ</b></p>
<p><b>5</b></p>	<p><b>Committee Updates</b></p> <p>Chairs of committees and working groups who had met since the last FGB in February verbally summarised the recent highlights of their work.</p> <p><u>Achievement &amp; Curriculum Committee</u> (most recent meeting – 27<sup>th</sup> Feb 2018)  Fiona B explained that the committee had scrutinized the attainment and progress of middle prior attainers (MPA) throughout the school. They had received a comprehensive report on the quality of teaching across the school from Paul G and an update on attendance from Emma C, which showed that the school is making great improvements: there are no longer families with lower than 90% attendance. The committee was extremely pleased to receive a detailed SEND report which clearly illustrated the link between interventions and progress. The safeguarding Audit and action plan was also discussed in some detail.</p> <p><u>SEND Working Group</u> (most recent meeting – 15<sup>th</sup> March 2018)  Jenny M reported that the area of school activity historically know as Nurture had now been expanded to include Mental Health and Wellbeing. The link governor is Janet D and the link member of staff is Amanda B. The working group also considered the cost effectiveness of AfC's SLA for SEND, given that key practitioners (eg Educational Psychologist) might be brought in more conveniently under a separate arrangement. The group had discussed the outcome of the recent Butterfly Class review and had evaluated the financial implications of SEND support at school, especially regarding the ten children who are approaching the threshold for EHCPs. A mapping tool for SEND will shortly be chosen and Jenny M will meet Amanda B to learn more about it in due course.</p> <p><u>Resources Committee</u> (most recent meeting – 20<sup>th</sup> March 2018)  This meeting focused entirely on the budget and is discussed under item 7.</p> <p><u>Welcome Committee</u> (no meeting since the last FGB)  Alan H updated governors on the plans for the annual parent survey, which is going out electronically this year, via surveymonkey. SLT have requested some amendments to the questions regarding behavior so that comments on</p>	

	<p>playground and classroom behavior can be separated out. The parent surveys will go out during the week of 23<sup>rd</sup> April 2018 and the pupil survey will be carried out at school beforehand. After some discussion it was agreed that staff surveys would be conducted later in the term.</p> <p><b>ACTION: Add a special note to explain that this is different from the survey that many of them completed for Ofsted.</b></p> <p><b>ACTION: Karen B to provide a timeline for the pupil, parent and staff surveys and discuss the results with Welcome Committee in June 2018.</b></p> <p><u>Academy Working Group</u> (first meeting 28<sup>th</sup> Feb 2018)  Susanna Z explained that the initial meeting of this new working group had covered the different workstreams and had suggested governor leads for each. See also item 8.</p> <p>Committee and Working Group chairs were thanked for their informative updates.</p>	<p><b>AH</b></p> <p><b>KB</b></p>
<p><b>6</b></p>	<p><b>Ofsted Inspection Update</b></p> <p>Karen B was asked to give some initial feedback to governors about the inspection, the result of which will be known in a few weeks' time.</p> <p><u>Summary of Inspection process</u></p> <p>This was a short section 8 inspection under the new Ofsted framework, which was only announced in January 2018. The Ofsted preparation delivered by School Improvement Partner Karen Feeney to governors on 6<sup>th</sup> February 2018 was unfortunately not based on this new framework. This led to some surprises, for example the fact that SLT were only given the four specific lines of enquiry on the actual day of the inspection. The key lines of enquiry were Attendance (specifically exclusions), Safeguarding (especially staff training), EYFS (in particular the decline in GLD this year) and PPG/SEND attainment and progress. Another potential line of enquiry had been Science, but the inspector did not choose to pursue this. If the inspector had identified significant shortfalls, the inspection would have been converted to a fuller section 5 inspection. This did not happen therefore it is likely that the outcome will be that the school will be judged 'Good'.</p> <p><u>Staff response to the inspection</u></p> <p>Senior Leaders and Middle Leaders worked very well together throughout the process and meeting the inspector in pairs was a positive experience. SLT were very grateful to the many different members of staff who stayed late the evening before and helped collate the data so that it was easily available the next day. SLT commented that it might have been good to have had a note taker. The inspector made a number of positive comments during the inspection, for example that staff knew all the children's names and understood their backgrounds.</p> <p><u>The relevance of the school's self-evaluation</u></p> <p>Despite some conflicting advice about the how the school should evaluate itself on its SEF (either 3: Good or 2/3: not securely Good), after some time with the inspector it became clear that authenticity and transparency were the key and the inspector thought the self-evaluation of 2/3 was accurate. This led to greater</p>	

	<p>trust and an opportunity to prove the school's capacity to improve. The inspector was felt to be reasonable and he gave staff every opportunity to provide the evidence that the school was 'Good'.</p> <p><u>The lines of enquiry</u>          Contrary to expectation, safeguarding systems were not an area of focus for the inspector which implies that they were felt to be robust and not an area of concern. The focus on the exclusions 2 years ago was a surprise but the school's good record keeping made it possible to discuss this in detail and show progress since then. Governors reflected that the focus on EYFS had revealed the down side of phase-based monitoring: only one governor knew the detail. Although the phase governor for EYFS was available by telephone, the other governors felt that in some instances, they were not able to respond sufficiently robustly to questions about EYFS data when questioned by the inspector.</p> <p><u>Complaints to Ofsted</u>          Ofsted had received three complaints from parents and the inspector scrutinized one of them. It was noted that he was obliged to check how the formal complaint had been dealt with at school and by the Chair of Governors at the time. Fortunately both school and GB were well prepared to answer his questions.</p> <p><u>Publishing the outcome</u>          The inspector's draft letter will be submitted to Ofsted then his recommendation will be verified to ensure there is sufficient evidence to support it. A draft letter will then be sent to SLT (and the Chair of Governors) for them to check that it is factually correct. This draft letter is not likely to arrive until after the Easter holiday and therefore the result of the inspection is not likely to be published until the beginning of May. As it was a short inspection, school will receive only a letter, not a list of recommendations. However it is thought that the letter will be relatively long and will include areas for improvement.</p> <p>Karen B and Susanna Z thanked governors for making themselves available on the phone or in person at short notice. The fact that seven governors met the inspector on the day was in itself a very positive statement. Susanna Z reminded governors that they were hosting drinks for staff on Wednesday 28<sup>th</sup> March and governors were invited to show their appreciation for all the hard work by contributing to the bill and attending to thank them in person.</p>	
7	<p><b>Budget</b></p> <p>Governors received a briefing from Anna G and Susanna Z about the draft budget for 2018-19. After a significant amount of work by SBM Sara Burberry and supported by the Budget Working Group, it now appears likely that there will be a difference between the cost of running the school next year and the income received.</p> <p><b>*CONFIDENTIAL*</b></p>	
8	<p><b>Academy Conversion update</b></p> <p>Susanna Zotov explained that she had been in contact with both the Trust and the</p>	

	<p>Department for Education over the last few days.</p> <p>Darell's application will be discussed at the Headteacher Board meeting on 19<sup>th</sup> April 2018. The recommendation will be to either approve or defer Darell's application. Susanna Z reported that she had researched the outcomes of recent meetings and 30% of applications received this year had been deferred: this trend appears to be on the increase. No single reason was discernable from the minutes of the meetings involved but governors agreed that one likely reason would be the change in government policy. Two other factors may impact the decision about Darell's application: the parental complaint to the DfE and the school's financial situation.</p> <p><b>*CONFIDENTIAL*</b></p>	
9	<p><u>Thank you to staff</u></p> <p>Governors were reminded that they were invited to make a contribution and to attend staff drinks from 5-7pm on Wednesday 28<sup>th</sup> March. A number of governors will attend.</p>	
10	<p><b>AOB and date of next meeting</b></p> <p>The next FGB meeting will be on Tuesday 22<sup>nd</sup> May 2018.</p>	

*The meeting ended at 8.55 pm*

Signed by the Chair \_\_\_\_\_ Date \_\_\_\_\_

## Full Governing Body Actions

Updated as of 27<sup>th</sup> March 2018

Meeting/ Minute	Action	Assigned to	Update	Target date or Completed?
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	<b>Meeting will take place 29/03/18</b>	29/03/18
06/02/18 4	Submit an evaluation report on coaching pairs to FGB in the summer term.	KB	<b>Rollover to next FGB</b>	22/05/18
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	<b>Not financially viable.</b>	<b>Done</b>
06/02/18 5.5	Ensure that the SIP report 'questions for governors' are	Chairs	<b>All T&amp;L questions were considered in A&amp;C on 27/03/18</b>	<b>Done</b>

	addressed in the respective committees.			
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	<b>Letter sent</b>	Done
06/02/18 10.2	Ensure all governors have an opportunity to input into strategic priorities.	Chairs	<b>Rollover to next FGB</b>	22/05/18
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 Friday 23rd February.	Chairs	<b>Discussed at meeting</b>	Done
06/02/18 11.2	Identify a vice Chair for PPG Working Group.	JW	To be discussed at next PPG meeting	01/05/18
06/02/18 11.2	Write a 1-page outline of the role of the committee chair, to help clarify the workload.	FB		25/05/18
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 23 <sup>rd</sup> February 2018.	KN	<b>Skills audit complete and summary to be circulated at next FGB</b>	<b>Done</b>
06/02/18 11.2	Letter informing parents about the forthcoming election should explicitly welcome nominees with a finance background.	KB/KN	<b>Done – no nominations received.</b>	<b>Done</b>
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	<b>Booked</b>	<b>Done</b>
27/03/18 4.2	<b>Give examples of Restorative Justice in practice in Newsletter next term and publish the new leaflet which explains its use at Darell.</b>	KB		<b>25/05/18</b>
27/03/18 4.2	<b>Add mention of the school's commitment to the principles of Restorative Justice to the Home School Agreement next year</b>	KB		<b>13/07/18</b>
27/03/18 4.3	<b>Plan a training session for governors on EYFS</b>	KB/CT		<b>13/07/18</b>
27/03/18 4.4	<b>Propose a streamlined SEF format which is based on the new Ofsted framework.</b>	KB/SZ		<b>22/05/18</b>

27/03/18 5	<b>Explain that the parent survey is different from the survey that many completed for Ofsted.</b>	AH		<b>23/04/18</b>
27/03/18 5	<b>Provide a timeline for the pupil, parent and staff surveys and discuss the results with Welcome Committee in June 2018.</b>	KB		<b>23/04/18</b>