

Thursday 20th September 2018 at 6.30pm

Present: Chris Caswell (CC)
 Kieran Collins (KC)
 Owen Gardner (OG)
 Terry Genis (TG)
 Gemma James-Moore (GJ-M)
 Nick O' Shea (NO'S)
 Laura Ovenden (LO)
 Roger Panter (RP)
 Linda Tansley (HT)
 Mark Whitehead (MW)

Chair*Arrived during Item 1***Headteacher**

Apologies: Camilla Collins (CJC)
 Simon Forder (SF)

In attendance: Alex Williams

Clerk

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| 1. | <p>Welcome and Apologies for Absence. The Chair opened the meeting at 6.37pm. Apologies were received, and accepted by the FGB, from Camilla Collins and Simon Forder (both work commitments). The meeting was confirmed as quorate.</p> <p><i>GJ-M arrived at 6.38pm.</i></p> <p>The Chair welcomed Cllr Rod Cooper to the meeting. Cllr Cooper shared with governors a short CV that included details about his career in the aviation industry and his political career both as a borough councillor and a county councillor.</p> | Action |
| 2. | <p>Declaration of Pecuniary Interests No pecuniary interests were declared for the meeting.</p> <p>Action: HT to send NO'S his annual Declaration of Pecuniary Interests form for completion.</p> | HT |
| 3. | <p>Minutes of the Meeting Held on 13th September 2018 Approval of the minutes of the meetings held on 13th September 2018 will be carried over to the 22nd of November meeting.</p> | |
| 4. | <p>Actions Arising Carried over to the 22nd of November meeting.</p> | |
| 5. | <p>Standards and Curriculum <u>Headteacher's Contextual Report</u> The HT's contextual report was circulated to governors prior to the meeting and uploaded to the portal. The HT highlighted to governors a number of key points from the report:</p> <ul style="list-style-type: none"> • The number of children coming into YR who are eligible for Free School Meals. • The high proportion of children in the school involved with the local authority (2 LAC and 3 post-LAC). • Advised governors not to be concerned about the absenteeism percentages at this time as this is due to the small amount of days that have passed since the beginning of the school year. • Large amount of incoming staff and the impact that this has on the work of the SLT. The HT and LO did, however, inform governors that the NQTs have settled in well at TH. • Lunchtime has been increased by 15 minutes and this has gone well. <p>TG attended INSET 1 (am) and gave his feedback on the session:</p> <ul style="list-style-type: none"> • Intense and busy morning session welcoming 58 members of staff. • Safeguarding was a major part of the session as well as the procedures that go alongside this. | |

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- Also focussed on SEND, H&S, organisation, routines and staff expectations. NO'S and SF attended INSET 2 and NO'S gave his feedback on the session:
- Well-structured, SLT-led session on the SIDP
- Staff were engaged
- Included the introduction of some really good initiatives in the SIDP such as the Learning Zones
- NO'S suggested that staff could have a review session on the previous year's SIDP as part of the session. HT replied that the review of the SIDP had been carried out in the summer term, which involved many of the staff through their reviews as KAD leaders and also several subject leaders and that this had opened INSET 2.

Introduction to the 2018/19 SIDP

A copy of the 2018/19 SIDP was circulated to governors prior to the meeting. The HT, LO and KC gave a presentation to the governors on the SIDP.

A copy of the PowerPoint presentations used have been uploaded to the school portal and shared with governors following the meeting. Below is a summary of the key points made during the presentation which are not included in the PowerPoint presentation and a record of governor questions during the presentation.

Before the presentations, OG asked governors to consider which KADS they would like to get involved with during 2018-19.

Introduction to SIDP (HT)

- HT reminded governors that children are assessed at three milestones across the year and of the stages that children are assessed against:
 - BEYOND – B
 - SECURE – S
 - CLOSE TO – C
 - NOT AT ARE – N
- TH has made the decision to concentrate on a significantly challenging development area in this year's SIDP: concentrating on the Not at ARE (those whose data is colour coded blue).
- Overriding aim is to accelerate the movement of blue children to be working at an increasingly secure stage of attainment within their curriculum objectives, as demonstrated by their progress score within a newly introduced standardised score system despite potentially remaining within the blue.
- School is taking a holistic approach to the challenge.
- Within each KAD are four strands:
 - Communication
 - Well-being [for both staff and pupils]
 - ICT [building on the massive improvements which were made last year]
 - Creativity
- Each KAD and thread has produced an action plan which is included in the SIDP 2018/19.
- The development of the curriculum ensures that the RING principles – **R**elevant, **I**nteresting, **L**ittle Bit **N**aughty, **B**it of a **G**iggle are embedded at its core.
- Analysis of the Blue children demonstrates that they are overwhelmingly:
 - SEND (78% of Register entries)
 - Boys (63% of Register entries)
 - Have communication issues
 - Disadvantaged
- School has created a Blue Pupil Register and will be tracking these pupils throughout the year.

KAD 1: SEND (HT)

- 78% of Blue Children are SEND. Therefore KAD 1 will concentrate on SEND.
- Aim of KAD 1 - Accelerate the progress of pupils designated SEND so that an increasing proportion gain within the 'average range' using standardised scores in each year group.
- Key actions within KAD 1:
 - Track and monitor the 'Blue' group
 - Introduce and implement the use of standardised score testing (Puma/Pira) to enable smaller steps of progress to be registered

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- Introduce 6 weekly meetings with CTs & LSAs to review impact of interventions
- Whole school timetable of interventions
- Create opportunities for pre-learning and over learning
- Use IRIS with teachers & LSAs
- Investigate innovative use of IT – hardware & software
- There are also a group within the 'Blue' group who are not designated SEND but have SEND issues. These will be monitored as well.
- INSET 4 will focus on Attachment & Trauma Awareness. This session will help us to identify barriers to learning and develop a toolkit to help us deal with this.

Q: Will there be incremental testing throughout the year?

A: Testing will be at milestone points towards the end of each term.

Q: Will you use IRIS for a focussed purpose this year?

A: There will be targeted use of IRIS which will include observing the interaction with and responses from pupils in the Blue Group.

KAD 2: Boys (KC)

- 63% of children on the blue register are boys. Therefore KAD2 will concentrate on boys.
- Aim of KAD 2 – Accelerate further the progress and attainment of boys to continue to close the gender gap.
- TH is acutely aware that, despite making significant progress last year, too great a proportion of our Blue pupils continue to be boys - 65% in English. Therefore need to continue with initiatives that made an impact last year.
- Boys need to be in control of their learning, enjoy the learning, understand the relevance, find their learning interesting and "see the point" to their learning.
- From Early Years onwards, TH needs to create as many boy-friendly opportunities for learning.
- TH will continue to take the STTT Approach (Study, Test, Test, Test Approach) as boys (and often girls) thrive on competition with others and themselves. This approach will be used in:
 - Times Table Award Scheme
 - EGPS knowledge
 - Spellings
- Boys often like to lead the learning. Therefore the school will aim to design opportunities for boys, particularly those assessed at 'N', to lead learning in different curriculum areas to build self-esteem e.g.: ICT workshops, French sessions, democracy (in TH?) sessions (School Council/British Values Reps).

KAD 3: Maths (KC)

- 28 (68%) of the children on the blue register are blue in Maths. Therefore KAD 3 will concentrate on Maths.
- Aim of KAD 3: Accelerate progress & attainment across Early Years, KSI & KSII to increase the proportion of children WITHIN and AT+ Age Related Expectations.
- Progress was very positive last year but there are still children who continue as blue (well below Age Expectations) in Maths.
- Last year there was progress in number, arithmetic and place value but there are children who still struggle as language is the barrier which impedes progress in application.
- This year, TH intends to:
 - Introduce and implement "Calendar Maths" across KSI so that children are exposed to High Level Maths Vocabulary daily as early as possible.
 - Develop children's cognitive skills to tackle problem solving.
 - Make sure that Maths is for everyone
 - Make sure that Maths is real to pupils' everyday lives wherever possible.

KAD 4: Growing Your Own (LO)

- Aim of KAD 4: Accelerate the development of the 'Tower Hill Family' with a particular focus on the high number of new staff members, to ensure all stakeholders in the school are enabled to 'blossom'.
- Key success criteria:
 - All staff enjoy development opportunities and are able to demonstrate success

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| | <p>through a rigorous Performance Management process, whilst opportunities to recognise and support wellbeing are being pursued;</p> <ul style="list-style-type: none"> ○ Pupil progress is accelerated through the development of fledgling teaching skills supported by planning which is comprehensive, complete and creative. • Performance Management will be focussed on: <ul style="list-style-type: none"> ○ Comprehensive programme of observation, monitoring and feedback ○ IT Curriculum ○ IT Innovation ○ Time at staff meetings to reflect on selves ○ Iris ○ Lesson Observation protocol • KAD will also focus on building positive parental input such as: <ul style="list-style-type: none"> ○ Increased parental input into EY Log ○ Inviting parents into class to observe ○ Focussed parental curriculum info sessions • Intend to introduce initiatives to improve work-life balance, reduce stress levels and help with child –and staff - mental health. • Also intend to develop initiatives to aid curriculum development and engagement, such as development of the Eco-Hub. <p>HT ended the presentations by stating that all KADs link back to the school's vision:</p> <p><i>ALL children will be equipped with the skills, knowledge, understanding and empathy that will lead to them being able to make their own choices in life, successfully. Actively engaged in their own learning, being motivated and eager, achieving and attaining to their own full potential – proud of themselves and of being a member of the school community.</i></p> <p>HT also thanked the staff team that inputted into the SIDP and worked on this during the summer break. Governors echoed this with their own thanks to the TH team for their hard work.</p> <p>Q: In KAD 4 we are concerned with the development of new staff. Are we happy, however, that the SLT development and succession planning for SLT and other staff is covered.</p> <p>A: There is a plan in place for Personal Development. We ensure that there are plenty of opportunities for SLT development which is demonstrated by the internal trajectory of the majority of the SLT. TLRs are also part of the personal development for staff members outside the SLT.</p> <p>Q: The ambition is to move blue children. What would you like to see numerically?</p> <p>A: It is an immense issue that we are tackling but we want to be committed to accelerating progress. How much is very hard to quantify. We are cautiously optimistic that there will be some movement Out of Blue but we also want to see movement within the blue group. We are acutely aware that we have planned a less easily quantifiable, more holistic, SIDP this year.</p> <p>NO'S also raised the possibility of parental interaction with something like the Eco-Hub, citing the success of parental involvement with improving the pond area.</p> | |
| 6. | <p>SIDP Monitoring</p> <p>OG asked governors to nominate themselves for each different KADs.</p> <p>Action: Governors to let OG know which KAD they want to be involved with by the end of 23/9 and to develop a visit schedule for 30/9.</p> | Govs |
| 7. | <p>Safeguarding</p> <p><u>Annual Safeguarding Audit Return to HCC Children's Safeguarding Board (HSCB)</u></p> <p>Annual Safeguarding Audit Return to HCC Children's Safeguarding Board (HSCB) was circulated to governors prior to the meeting and uploaded to the portal.</p> <p>HT informed governors that CC and HT had met with TH's SENCO, Chris Cartlidge, prior to the FGB to go through the Annual Safeguarding Audit Return. Following this meeting, HT made some small revisions to the return. The main one being that, going forward, anyone making a complaint or an allegation against the headteacher would contact the FGB Chair through the school office.</p> | |

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| | <p>HT also informed governors that she, CC and Chris Cartlidge will be meeting to establish role remit and formalised safeguarding monitoring plan which will broaden scope of governor knowledge and understanding further. This is linked to the increased expectations on governing bodies regarding safeguarding as set out in Part 2 of the revised KCSIE.</p> <p>Governors AGREED the Annual Safeguarding Audit Return to HCC Children's Safeguarding Board (HSCB).</p> <p><u>KCSIE 2018</u> The revised KSCIE (both Part 1 and full document) was circulated to governors prior to the meeting and uploaded to the portal. HT circulated a signature sheet to governors during the meeting to confirm that governors have received and read both Parts 1 and 2 of the KCSIE. All governors present signed the sheet.</p> <p>The Clerk also updated governors on which governors have undertaken HCC safeguarding training:</p> <p><u>Protecting Children</u></p> <ul style="list-style-type: none"> • Simon - March 2018 • Owen - March 2016 • Gemma - April 2016 • Chris - April 2016 <p><u>PREVENT in schools</u></p> <ul style="list-style-type: none"> • Gemma - April 2016 <p><u>Safer Recruitment</u></p> <ul style="list-style-type: none"> • Gemma - October 2015 <p>Action: Clerk to ask Governor Services if Safeguarding can be run as TH's whole FGB training session.</p> | Clerk |
| 8. | <p>Good News The analysed feedback report on the Governors' Annual Questionnaire to Parents/Carers was circulated to governors prior to the meeting and uploaded to the portal.</p> <p><i>Q: Heart-warming to see that parental satisfaction and support remains at such a high level. Can you say what percentage of families are included in the survey results?</i> <i>A: We received 104 responses to the survey. We don't know exactly what percentage of families that equates to as some of the responses were anonymous and we did receive several cases of multiple responses from the same family (one response per child in the school).</i></p> <p><i>Q: Are there any suggestions in the 'Like to change' comments that you might try to follow up?</i> <i>A: We do take all the suggestions seriously but there are some suggestions included that we are not able to change for example increasing the size of the school hall! – although the HT did request this off the LA at the Annual Management Partnership Meeting last year..</i></p> | |
| 9. | <p>Correspondence None</p> | |
| 10. | <p>Any Other Business OG asked governors about who had started to use their school email addresses for FGB correspondence. It was AGREED that all governors should start using their school email addresses for the next FGB.</p> <p>Action: Governors to use school email address for all FGB correspondence as from next FGB.</p> <p><u>Pay Committee Terms of Reference</u> Revised Terms of Reference for the Pay Committee were circulated to governors and uploaded to the portal prior to the meeting. HT advised governors that the TOR's membership terms had been updated to include the following: "Pay Committee members will be excluded from membership of the Governors' Appeal Committee where convened to consider a pay appeal." Governors AGREED the revised Terms of Reference for the Pay Committee.</p> <p><u>FGB Meeting Schedule for 2018/19</u> The Clerk advised governors that there were two changes to the meeting schedule for 2018/19:</p> | All |

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| | <ul style="list-style-type: none">• November F&P Committee has changed to Tuesday, 13 November• June Premises Committee has changed to Tuesday, 4 June <p>The meeting schedule on p.8 of these minutes has been updated to reflect these changes.</p> | |
| | Meeting closed at 8.29pm. | |
| | Date of next meeting: Thursday, 22nd November 2018 at 6:30pm. | |