

Wednesday 16th October 2019 at 6.30pm



- Present:** Heather Chapman (HC)
 Camilla Collins (CJC) Arrived during item 4
 Kieran Collins (KC)
 Simon Forder (SF)
 Owen Gardner (OG) **Chair**
 Terry Genis (TG)
 Gemma James-Moore (GJ-M) Arrived during item 4.3
 Laura Ovenden (LO) **Headteacher**
 Roger Panter (RP)
 Nicola Ward (NW) **Deputy Headteacher**
 Mark Whitehead (MW)
- Apologies:** Chris Caswell (CC)
- Absent:** Nick O'Shea (NoS)
- In attendance:** [Christine Cartlidge SENCo
 For items 1-4 [Emma Dinsdale Assistant Head Teacher
 [Natalie Stratton KS1 Leader
 [Laura Elliott EY Leader
 Flavia Coleman Cover Clerk

1.	<p>1.1 Welcome. The Chair opened the meeting at 6.30pm and welcomed everyone.</p> <p>1.2 Fire Evacuation Procedures The exit route through the classroom door leading to the car park was noted.</p>	Action
2.	<p>2.1 Apologies for Absence Apologies were received and accepted from Chris Caswell. The Chair advised that CC had been granted extended leave of absence for personal reasons this term.</p> <p>It was noted that Camilla Collins and Gemma James-Moore would be arriving late.</p> <p>Nick O'Shea was not present but subsequently sent apologies as he had mistaken the meeting date.</p> <p>The meeting was confirmed as quorate.</p> <p>2.2 Declaration of Pecuniary/Conflicts of Interest No pecuniary or conflicts of interest were declared for the meeting.</p>	
3.	<p>3.1 Minutes of the Meeting Held on 19th September 2019 The minutes of the meeting held on 19th September 2019 were agreed as an accurate record and were signed by the Chair.</p> <p>3.2 Actions Arising <u>Skills Audit (Item 9 – 05/12/2018)</u> Contact with governors with regard to specific training needs is ONGOING.</p> <p><u>School Based Induction Programme for Governors (Item 10c – 21/05/19)</u> Uploading of the finalised documents is ONGOING.</p> <p><u>Premises Committee ToR (Item 12ii – 04/07/19)</u> To be reviewed at the committee's first meeting in the autumn term.</p>	<p>CJC</p> <p>CJC</p> <p>Clerk/ -</p>

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The targets are challenging and a longer-term approach, which will ultimately pay dividends, is needed.

Q. *Do you have a target in mind for the 44 not at ARE?*

A. *We want to show progress, so are working on ways of achieving this. We will look at their existing skills and identify where interventions are needed.*

Q. *If their communication skills are fair, would that count towards the target?*

A. *This doesn't affect reading and maths and, at KS2, it is how children perform on paper that counts. However, it will show progress in communication.*

Q. *The KAD 1 end of year target specifically identifies KS1 improvement (20% at greater depth). Is there an equivalent KS2 target, or is the issue recognised as being a KS1 specific challenge?*

A. *We have targets and they are broadly in line, but this cohort has a significant level of need.*

EYFS (Laura Elliott)

The key focus areas are:

- Building confidence, motivation and a belief that they can write
- Opportunities for writing to increase boys' participation
- Introduction of Champion Challenges – opportunities to target boys who are not engaged
- Evidence of adult led writing in books and in other ways to show progress
- Moderation and staff confidence, due to changes in the team

KS1/KS2 (Emma Dinsdale)

- Success criteria include development of teacher confidence as there are new members of staff in the team; a survey is to be carried out
- Termly book looks
- Observe and monitor the development of literacy sessions across the school
- Improve the planning skills of less experienced teachers, working alongside HIAS advisors
- Ensure all staff have a clear understanding of the pedagogy of teaching reading and how this impacts children's ability to access other areas of the curriculum
- Assessment documents have been re-written to make them more user friendly and to build confidence and are being used.

Q. *Will assessment matrices be shared with parents at workshops?*

A. *Assessment will be discussed at parents' evenings, but a parent friendly version of the matrices could be developed.*

Implementation for pupils

- Pupil conferencing to establish attitudes to writing
- Ensure children are experiencing real life opportunities for writing, with a focus on engaging boys
- Work with 'stuck' boys in Y3/4
- Greater exposure to writing opportunities
- Ensure children experience the RING philosophy writing sessions

Q. *How do you measure confidence?*

A. *Through pupil conferencing.*

It was noted that the Blue Movement work would be continuing so that progress can be demonstrated..

It was also noted that a Fresh Start phonics programme has been introduced for Y5/6 children not at ARE in reading to support them with their spelling and writing so that the gap can be narrowed.

Governors were invited to attend the INSET day from 11am to 3pm on 25th October, which would be focusing on writing and ensuring teachers are skilled at delivery. TG will check his availability and will attend if he is able to.

**All
TG**

4.3 KAD 2 – Curriculum (Nicola Ward, Heather Chapman and Natalie Stratton)

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Continue to ensure the school's curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and those with SEND, the knowledge and cultural capital they need to make their own choices and succeed in life.

The key areas for this criteria are intent, implementation and impact.

Vision for implementation

- The existing curriculum has been reviewed and changed where necessary
- Success criteria:
 - Ensure all stakeholders understand intent, implementation and impact and that this is embedded in everyday practice
 - Develop leaders' understanding and ability to lead
 - Create opportunities for all staff to further develop their knowledge
 - Create opportunities to develop children's skills and knowledge
 - Embed the school's values and development of the whole child
 - Compare the school's curriculum to the National Curriculum – the school's curriculum is richer and more relevant and responsive than the National Curriculum and includes visits, experiences and wellbeing

Success criteria for leaders:

- Clear roles and responsibilities, and the knowledge, expertise and skills to review, develop and implement the curriculum for their subject through the development of action plans, in-house training and support
- Facilitate Ofsted Style 'Deep Dives' to support new subject leaders in developing their understanding and leadership of their subjects. The Ofsted definition of 'deep dives' is the interrogation and establishment of coherent evidence based on the quality of education, triangulating a range of evidence.

Gemma James-Moore arrived at 7.20pm.

Learning walks will show what is happening on a daily basis in a particular subject. These could have a broad focus or could be on a specific subject and will help to identify common themes and where CPD might be needed

Q. *Have you spoken to anyone who has been through inspection under the new framework?*

A. *Yes, and they have shared the outcomes, so we have a clear idea of what deep dives look like. Through training, we will equip staff with the knowledge of what the questions are likely to be.*

Development of learners

- Provide the best possible learning experience, developing the whole child, resilience and independence
- Learning journeys to develop a progressive curriculum
- Children know what they are learning and it is embedded into their long-term memory
- Review of the homework policy; homework menus, comprising 6 activities based on what the children are learning in class, are being trialled in Y2.
- Development of learning outside the classroom through visits, a wide range of clubs and enrichment weeks to help develop a love of learning

Q. *Are there any opportunities for the children to learn for themselves outside the classroom, perhaps through an interest or hobby?*

A. *We want to promote this all the time, for example giving the children the opportunity to write about what they want, knowing the children and reacting to things we know they love.*

Q. *How do you measure success?*

A. *Subject leaders have a deep knowledge of their subject, planning is in place, lesson observations and learning walks will show the development of learning, governor visits, behaviour and attitudes.*

4.4 KAD 3 – Community (Christine Cartlidge and Emma Dinsdale)

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Ensure relationships with the wider community are fostered and fully developed to enable the school to support pupils to develop in many diverse aspects of school life.

Rationale – To address:

- The prevalence of disadvantage
- Parents with negative experiences of school
- Further development of the positive relationships already built with the community

Success criteria

- The development of relationships with parents to make being in school a positive experience - parent helpers, parent workshops, parents invited into lessons, a parent area on the website, HT and AHT clusters
- Establish a new PTA with the aim of increasing participation by parents; this will also help to measure impact
- Cllr Cooper has a budget aimed specifically at PTAs and there may be value in developing this link
- In the wider community, established a choir to perform at Christmas and Remembrance services
- Exploring the establishment of inter-generational links
- Further opportunities to build on the Music Mark award and involve as many children as possible
- Building sporting links
- Establish strong links with local schools – building stronger links with Fernhill School to give children an insight into the KS3 setting to help with transition
- Improved attendance for persistent absentees - the School Council is being asked for ideas on what attendance and absence means to them

Planned developments

- The Breakfast Club provides an opportunity for children to mix with other year groups and a feasibility study into after school care is underway with an external provider; over 30 responses have already been received
- Family Days will continue

Q. *Could we have a breakdown of persistent absence, please – authorised, unauthorised, medical, etc – so that governors can understand a bit more about what might be driving the increase?*

A. *Persistent absence, which is defined as below 90% attendance, is at 7.5% this year, which is a significant increase although still below the national average. The way in which late arrivals are recorded may be a contributory factor as it is more accurate now. Arrival between 9am and 9.10am is categorised as late; arrival after 9.10am is categorised as unauthorised absence. Not all schools measure absence in the same way.*

At the end of July 2019 there were 27 persistent absentees. This year, excluding YR, there are currently 19 persistent absentees, 7 of whom were on last year's list. Of these, 2 have significant medical needs and one has specific needs which we are addressing. Of the remainder, one had 100% authorised absence, one had 95% and one had 98% authorised absence.

It was noted that the school works hard to build good relations with parents to help them get their children into school and sometimes collects children from home.

Q. *Does the Traffic Light system take into account specific circumstances - e.g. long term illness by the child? It may come across as uncaring if the school issues letters about persistent absenteeism.*

A. *We always take specific circumstances into account before letters are sent.*

Q. *What is the cost of ParentMail?*

A. *£1,500 will come out of the budget for IT software and will be included at the November budget revision.*

Q. *The cost of reducing paper use is stated as approximately £1,500. Is this expected to be*

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	<p><i>offset by the saving in paper? Is there a target amount?</i> A. The target is to save £4k per year on photocopying. There is 64% left in the budget and we expect to save £2k for the rest of this year.</p> <p>The SLT were thanked for attending the meeting and for their very comprehensive and informative presentations, which clearly demonstrated their passion for their subjects.</p> <p><i>SLT members left at 8.15pm.</i></p>	
<p>5.</p>	<p>Governors' Plan for SIDP Monitoring 2019/20 It was agreed to continue with the current arrangement, whereby a team focuses on a different subject and responsibilities were agreed as follows:</p> <ul style="list-style-type: none"> • KAD 1 – Owen Gardner and Simon Forder • KAD 2 – Camilla Collins and Roger Panter • KAD 3 - Mark Whitehead, Gemma James-Moore and Terry Genis <p>Nick O'Shea and Chris Caswell would be asked to choose which team they wished to join.</p> <p>A calendar approach would be taken, with one visit for each KAD per term. KC will set up a calendar and governors were asked to identify a focus for each visit and send these to KC by the end of half term.</p>	<p>KC All</p>
<p>6.</p>	<p>Update from Finance & Personnel Committee MW highlighted the following from the minutes of the meeting on 9th October, which had been circulated before the meeting:</p> <ul style="list-style-type: none"> • The budget is on track • The overspend on the supply budget is being monitored • KC is setting up a Google sheet for the whole year so that governors can record their questions for each meeting and will upload it to Governor Hub. <p>Q. The action against item 11 from the meeting on 25th June refers to an item about the school gate which doesn't appear to be an F&P concern. Is this something the Premises committee should be aware of? A. It was a matter that was raised at the meeting as it had occurred earlier in the day but has now been resolved.</p>	
<p>7.</p>	<p>Policies</p> <p>7.1 Pay Policy The model policy, personalised to the school, had been circulated before the meeting and had been approved by the F&P Committee. The salary range for the Assistant HTs had been made explicit.</p> <p>7.2 Attendance Policy The policy circulated before the meeting was unchanged from 2018/19 and was approved unanimously.</p> <p>7.3 Governor Allowances (Scheme for Paying) Policy The policy circulated before the meeting was unchanged and was approved unanimously.</p> <p>7.4 Governor Visits to School Policy (including report format) Q. Does the governing body think we should review this format and the action plan, given the changed focus by Ofsted on future inspections? The HT provided the governors with an idea of how a new report format might look, with the key headings from Ofsted featuring. The HT was generally happy with it but was aware that the first section 'Quality of Teaching' might somewhat overstep the governor role into operational and this section should definitely be reviewed before the report is put into use. It was agreed that the format should be revised and the Chair will take this forward.</p> <p>7.5 Sex and Relationships Education Policy The policy circulated before the meeting was unchanged from the previous year and was</p>	<p>OG</p>

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	<p>approved unanimously.</p> <p>7.6 Early Years Foundation Stage Policy The policy circulated before the meeting was unchanged and was approved unanimously.</p>	
8.	<p>Safeguarding The HT advised that issues with before school duty and the gate, to ensure safety on the playground had been addressed by increasing the number of staff on duty from 3 to 5, with one identified member of staff on each gate. The new Breakfast Club leader is also contracted to go out on duty to provide care to those children who had attended Breakfast Club. It is also hoped that the HT, DHT and KC can be present on the playground to guarantee the children's safety.</p> <p>Governors expressed their appreciation of the efficient and effective way the issue had been dealt with.</p>	
9.	<p>Governing Body Organisation 9.1 Governing Body Monitoring Calendar Covered under item 5.</p> <p>9.2 Whole Governing Body Training It was agreed that a session should be arranged for the summer term and that the topic and date would be considered at the January meeting. Preparation for Ofsted was suggested as a possible subject.</p> <p>9.3 Governor Hub – governor feedback It was agreed that, in general, Governor Hub is easily accessible and easy to use. Consideration of what key information should be transferred from the portal, and the best way of implementing this, will be discussed with Rachael Purvis.</p>	Clerk - agenda
10.	<p>Any Other Business CJC advised that she had attended training on HT Performance Management, when the importance of interim HT performance management meetings had been raised. As a new HT, LO will discuss this with Nicola Tettmar.</p> <p>CJC had also attending training on Holding Leaders to Account.</p>	LO
	Meeting closed at 8.40pm.	
	Date of next meeting: Thursday 21st November 2019 at 6:30pm. Apologies from CJC were noted.	

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Outstanding Actions

Date	Agenda Item	Action	By Whom	Status
05/12	9	Skills Audit	CJC	CJC to contact all governors with regard to specific training needs. ONGOING
21/05	10c	School Based Induction Programme for Governors	CJC	CJC to review the pack. ONGOING
04/07	12ii	Premises Committee ToR	Clerk	To be reviewed at the committee's first meeting in the autumn term. ONGOING
19/09	5.1	HT's Contextual Report	OG/ SEnCo	Translation of the Home-School Agreement into languages other than Nepalese to be investigated. COMPLETED
19/09	5.1	HT's Contextual Report	TG	TG to write a report on the INSET day on 4 th September. ONGOING
19/09	5.3	Annual Questionnaire Results	LO	Re-wording the question on bullying to be considered. To be considered in the summer term.
19/09	6	SIDP	OG	The Chair to write a report on the LA briefing on the new Ofsted framework. COMPLETED
19/09	6	SIDP	LO/Clerk - agenda	The SIDP to be brought to the next meeting. COMPLETED
19/09	11.3	Site Security	LO/SF	Issues with unauthorised access through the front gate to be discussed. COMPLETED
16/10	4.2	INSET day 25 th October.	All/TG	Governors invited to attend from 11am to 3pm. TG to check his availability and attend if he is able to.
16/10	5	Governors' Plan for SIDP monitoring	KC All	KC to set up a calendar. Governors to identify a focus for each visit and send these to KC by the end of half term.
16/10	7.4	Governor Visits to School Policy (including report format)	OG	The format of the visit report to be changed to reflect the new Ofsted focus.
16/10	9.2	Whole Governing Body Training	Clerk	The topic and date to be considered at the January meeting.
16/10	10	Interim HT Performance Management	LO	LO to discuss with Nicola Tettmar.

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Governor Visit Timetable 2019/20 (Control Check visits also recorded in tables attached to F&P and Premises Committee agendas / minutes)	Governor	Date and Status re Visit /Report to FGB	Report Status For Governor Records
INSET Day 1: Induction – Safeguarding, H&S Procedures, Staff Well Being & School Organisation/ Routines	TG	4 September 2019	
INSET Day 2: Presentation of SIDP, Writing	TG (tbc)	25 October 2019	

Schedule of Tower Hill Primary School Governing Body Meetings 2019/20

Shaded = NOT Thursday		Committees			
	Full GB	Finance & Personnel	Premises	HT Perf Man.	Pay
Autumn Term 2019	19 th Sept 19				
					26 th Sept 19
		9 th Oct 19			
	16 th Oct 19	3rd Oct 19		7 th Nov 19	
	17th Oct 19		14 th Nov 19		
	21 st Nov 19			18 th Dec 19	
	5 th Dec 19				12 th Dec 19
Spring Term 2020	6 th Feb 20				
		27 th Feb 20			
			5 th Mar 20		
	19 th Mar 20				
	26 th Mar 20				
Summer Term 2020		7 th May 20			
	21 st May 20				
		25 th Jun 20	4 th Jun 20		
	2 nd Jul 20				
	9 th Jul 20				

INSET Day Timetable 2019/20

Date	Time	Focus	Lead
Wednesday 4 th September 2019	9.00am - 12.00pm	INSET 1 Introductions and welcomes: Vision & Values Review Behaviour Policy and Rewards Child Protection and safeguarding School organisations and routines Staff handbook and code of conduct Corporate policies inc. Staff absence and sickness	LO LO CC NW NW/LO LO
Wednesday 4 th September 2019	1.00pm - 3.00pm	INSET 1 Health and Safety Stepladder Training	LO PH
Friday 25 th October 2019	9.00am- 12.15pm	INSET 2 Presentation of School Improvement & Development Plan	SLT

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Friday 25 th October 2019	1.00pm - 3.30pm	INSET 2 Writing	ED
Friday 14 th February 2020	9.00am - 3.00pm	INSET 3 Jenny Mosely - Staff/pupil wellbeing	External
Friday 22 nd May 2020	All day	INSET 4 Report Writing	N/A
Friday 26 th June 2020	9.00am - 3.00pm	INSET 5 TBC	TBC

Membership of Tower Hill Primary School Governing Body 2019/20

MEMBERSHIP 2019/20			Committees					
Governors (13) – HT / 1 Staff /1 LA / 2 parent/ 8 co-opted			Full GB & Leads	Finance & Personnel	Premises	HTPM Panel	Pay	Pay Appeal
Chris	Caswell	Co-opted	Safeguarding Governor		√		√	
Heather	Chapman	Staff		√	√			
Camilla	Collins	Co-opted	Designated Training Gov	√		√		
Kieran	Collins	Co-opted		√	√			
Simon	Forder	Parent	Safer Rec Single Central Register	√			√ For first meeting only	
Owen	Gardner	LA	Chair Allegations against HT		√		√	
Terry	Genis	Co-opted	Forum Rep		√ Chair			
Gemma	James-Moore	Co-opted	Vice-Chair Safer Rec SEND Attaining Highly	√		√ Chair		
Laura	Ovenden	Headteacher	Safer Rec Safeguarding	√	√			
Nick	O' Shea	Parent	Sports Premium		√			√
Roger	Panter	Co-opted	Safer Rec	√				√ Chair
Nicola	Ward	Co-opted		√	√			
Mark	Whitehead	Co-opted	Pupil Premium	√ Chair			√ Chair	

Signed as a true and accurate record by Owen Gardner **Chair**, _____ at the FGB meeting of
21st November 2019