

Thursday 28th March 2019 at 6.30pm



Present: Heather Chapman (HC)
 Camilla Collins (CJC)
 Kieran Collins (KC)
 Simon Forder (SF) Arrived during item 5
 Owen Gardner (OG) **Chair**
 Terry Genis (TG)
 Gemma James-Moore (GJ-M)
 Laura Ovenden (LO) **Deputy Headteacher**
 Roger Panter (RP)
 Linda Tansley (HT) **Headteacher**
 Mark Whitehead (MW)

Apologies: Chris Caswell (CC)
 Nick O'Shea (NoS)

In attendance: Flavia Coleman Cover Clerk

1.	Welcome and Apologies for Absence. The Chair opened the meeting at 6.35pm and welcomed everyone. Apologies were received and accepted from Chris Caswell and Nick O'Shea, both due to work commitments. The meeting was confirmed as quorate.	Action
2.	Declaration of Pecuniary Interests No pecuniary interests were declared for the meeting.	
3.	Minutes of the Meeting Held on 20th March 2019 and Actions Arising Approval of the minutes of the meeting held on 20 th March 2019 and the actions arising will be carried over to the meeting on 21 st May 2019.	
4.	New Governor Committees It was agreed that, for the remainder of the academic year, both HC and LO would attend meetings of the Finance and Personnel and Premises Committees and that membership would be reviewed again in September.	
5.	Attainment and Progress Milestone 2 Data/SIDP Review The HT was thanked for providing such comprehensive and well presented data. The HT advised that a parent had been delighted to see the progress their child had made from the Blue Movement data, which showed that tracking works well and provides reassurance to parents who may believe that their child is not making progress. Staff are also encouraged to show the data to the children as a means of motivating them. Q. KAD 1: Headline summaries are confusing me. e.g. can we unpick "84% (46/55) of SEND improved Standardised Scores from Baseline to M2 in Reading : making accelerated progress From Milestone 1 = + 4%" The Success Criteria talk about median scores. Are the numbers in the tables medians or averages? Is Baseline the score at beginning of academic year? Does this mean that in Reading 16% of SEND pupils have not increased their standardised score at all? If accelerated progress means more progress than the average for their year group then I don't understand how the progress figures in the Reading table show more progress for ALL than for SEND if 84% of SEND are making accelerated progress - or is it 4% who have made accelerated progress? A (KC). Tests become progressively harder, so a child maintaining their standardised score	

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	<p><i>is making the expected progress and a positive score means they are making accelerated progress. Of the 9 pupils, 6 are Blue Movement with a range of often complex needs and are a key focus for discussion and scrutiny in Pupil Progress Meetings. Two are beyond and had a standardised score of beyond, so this is not a concern as it is within bounds. Only one was secure but is no longer, but we are well aware of the extenuating, circumstances that have led to this. Overall, we are happy with 84% but the aim is always for this figure to be 100% by year end.</i></p> <p><i>Baseline scores were set at the beginning of the year but will not need to be set again in future years as we will have an end of year score from which to go forward.</i></p> <p><i>In terms of success criteria, the median score is 96-114 which equates to being within ARE. At year end we will be able to show how many children have progressed and how much closer to the median they are.</i></p> <p>Q. <i>Who defines “median”?</i></p> <p>A (KC). <i>Those who set the PIRA and PUMA tests. We have got the tests for next year free of charge as we were part of the pilot.</i></p> <p>Q. <i>KAD 3. If we read the tables diagonally to look at the same set of children over time, the consistent trend is upward - well done. There is one anomaly on p21 where Y4 17-18 (71% ARE) drops to 61% in Y5 18-19. Can you expand on the factors influencing this movement please?</i></p> <p>A (KC). <i>The difference between Y4 in 2017/18 and Y5 in 2018/19 equates to 3 children. For two of them, their standardised scores are within secure but the Teacher Assessment has informed the judgement, which is a cautious one, rather than accepting only test outcomes but forecasts that a Secure standard will be attained by year end.</i></p> <p>Q. <i>Are there patterns when the graphs are overlaid?</i></p> <p>A. <i>We look at progress between classes as well as between year groups and there are some year groups where progress is very good and some, particularly Y4, where some concepts are challenging. Interventions are put in place and are discussed at Pupil Progress Meetings. Overall, whole school data shows that vulnerable groups are doing well against their peers and there has been some amazing progress, such as a child making 16 months progress in 6 months.</i></p> <p>The HT commented that the number of SEND children in Y6 this year (24%) is almost double the number last year (13%) and that next year will be equally challenging but mainly for SEMH issues, rather than exclusive learning needs, although a high proportion of the current Y5 children do have both. Two of the children in the year group have EHCPs and one who no longer needs the additional hours provided for through the EHCP, resulting in a year group with a high level of challenge</p> <p>The HT commended the staff for all they have achieved in the last two terms. All the subject action plans have been uploaded to the portal for governors to see, together with plans covering aspects of children’s development rather than being subject specific e.g. Wellbeing, Assessment, Attaining Highly, all of which had been comprehensively reviewed.</p> <p><i>SF arrived at 7pm.</i></p> <p>The HT added that the school was already well placed to meet the changes to the Ofsted framework in September 2019 and the increased focus on the curriculum, as it already offers and insists upon a broad and balanced curriculum, rich in cultural capital, with first hand experiences across all year groups being pivotal. It would be pleasing for teachers if the action plans were referenced in governor visit reports to demonstrate recognition of the thorough leading of their subjects.</p> <p>Q. <i>Could Subject Managers be invited to FGB meetings?</i></p> <p>A. <i>This is a good idea as it would give you a feel for not only what the children are learning but the plans, actions and impact that subject leaders have implemented this year. We will consider inviting two of them to the meeting on 4th July.</i></p>	<p>LT/LO</p>
<p>6.</p>	<p>Governor Monitoring</p> <p>i) Visits undertaken during the Spring Term and dates of those planned</p>	

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	<p>TG expressed governors' thanks to staff for the way they had worked to accommodate all the visits, which was greatly appreciated.</p> <p>The following was noted:</p> <ul style="list-style-type: none"> OG and CJC had carried out the Maths visit (KAD 3 – cross-curricular links) and the report uploaded to the portal. The report on SEND interventions (KAD 1) was being reviewed before uploading. CJC commented on the excellent session on trauma and attachment disorders led by the Educational Psychologist at the INSET day on 25th January, where staff had been fully engaged, most particularly in the discussion about whether there should be consequences for all types of behaviour. MW commented on the very successful Family Day that he and CC had attended and reported on, and the school's ethos to continue with them, regardless of how it grows in size. The HT advised that these are crucial to maintain the 'cross-age range unity' of the school which was considered so paramount by many of the parents, and that the concept had been embraced by everyone. She thanked all the staff who had worked so hard to make them a success. All governors were invited to attend the next Family Day from 1.30pm on 4th April, which would focus on Science and would build on Science Week – a further demonstration of our broad and rich curriculum. The KAD 2 visit on Boys Engagement has been rescheduled from 19th March to 30th April due to governor availability. The Medical and First Aid Provision and Practice Annual Check will take place on 2nd April and the Fire Safety Annual Check on 3rd April. The monitoring visit on KAD 4 (GYO – Holistic Approach) will take place on 4th April. The Governors' Trophy will be presented at the Easter Service at St. Christopher's on Friday 5th April commencing at 1.30pm. Subject to confirmation of his availability, TG had offered to present the trophy. OG offered to stand in if TG was not available. The next Family Day is planned for 4th April. <p>ii) Parents' Evening CJC advised that it had been a real pleasure to attend the Parents' Evening. All the parents she had spoken to had commented on how happy their child was at the school, the quality of the displays and the breadth and number of visits and visitors accessible to the children.</p>	<p>All</p> <p>RP/SF</p> <p>TG</p> <p>MW/CC</p> <p>TG/OG</p>
<p>7.</p>	<p>Safeguarding – Lock Down Update The HT advised that the next lock down exercise would take place on 3rd April at 2.30pm. TG would be in attendance but other governors were also welcome.</p>	<p>TG/All</p>
<p>8.</p>	<p>Centenary Day Celebrations LO advised that the event had been publicised and plans were moving ahead. 100 tickets have not yet been requested and the celebrations will therefore be promoted more widely.</p> <p>A badge to be presented to all the children has been designed and the programme includes a tour of the school in the morning, tea for guests and a party for the children on the school field featuring games from across the decades. Stephanie Fensome, the History lead, is supporting staff with ideas for curriculum development in the two week run-up to the centenary which will be evident in displays around the school.</p>	
<p>9.</p>	<p>Correspondence The Spring Term Tower Hill Times newsletter to parents from the school and the Chair's letter to parents reporting progress on the Equalities objectives (Year 3) are to be sent out.</p>	
<p>10.</p>	<p>Any Other Business <i>Staffing</i> The HT advised that the post of teacher for the additional Y5 class next year had been offered to a candidate but had been declined and will be re-advertised at the end of term to run over the Easter holidays.</p> <p>The post of Pupil Inclusion Assistant, to support children with challenging and complex needs, had also been advertised. 16 expressions of interest and 5 applications had been received to date.</p> <p><i>Pupils</i></p>	

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	<p>The HT advised that the child who had previously been excluded for violent assaults on staff had been reintegrated on a part-time timetable. Outreach support from Hive, who have specialist expertise in this provision, has also been obtained.</p> <p><i>HT Recruitment</i> The Chair advised that two applications had been received. Shortlisting would take place on 3rd April, governor training, with mock interviews, would take place on 23rd April and the selection process on 25th and 26th April.</p>	
	<p>Meeting closed at 7.56pm.</p>	
	<p>Date of next meeting: Tuesday 21st May 2019 at 6:30pm.</p>	