

MINUTES OF FULL GOVERNORS MEETING
Held at 6.00pm on Monday 9th October 2017
Portland Road Site

Present: Jeff Nixon (Chair) Maddie Southern
 Shahena Bashir Nicole Reeves
 Mark Drayton Mike Lawson
 Jo Corbett David Swindells
 Louise Wilkinson Lisa Marshall
 Charlotte Freeman (Clerk – minutes)

1. Election of Chair and Vice Chair

Nominations were received for Jeff Nixon to resume in his role as Chair and Shahena Bashir in her current role as Vice Chair. These nominations were supported and accepted by the other members of the Governing Body.

2. Apologies for absence

Apologies were received and accepted from Ian Nicholls and Sarah Shaw.

3. Notification of any urgent business

Matters of urgent business raised were the Secondary School Catchment Consultation and GSP Announcement.

4. Declaration of Interest

None declared.

5. Minutes of the last meeting/matters arising

The minutes were signed as a true account of the meeting.

6. Reviews of terms of reference

The Curriculum and Outcomes and Leadership and Management terms of reference were accepted by Committee members at their meetings. Under the direction of a new Chair the Safeguarding Committee terms of reference are being updated and will be presented at the next Safeguarding Committee meeting for agreement.

7. Reports form Committees

Chairs of Committees Meeting held on 12th September 2017.

The Chair of the Committee welcomed the new Chairs in attendance at this meeting. JN drew Governor's attention to the discussion held around the reduction in class size at Holland Road and the need to move from a four form school there to three form to make the school financially viable. The proposed move is currently in consultation with the LA.

Minutes considered as a true record of the meeting.

Leadership and Management Committee Meeting held on 19th September 2017.

Following consultation of the School's Capability Policy this was brought to Full Governors. Policy was accepted and ratified.

Minutes considered as a true record of the meeting.

Curriculum and Outcomes Committee Meeting held on 27th September 2017.

JN welcomed Louise Wilkinson as Chair.

The Chair touched upon the School's Anti-Bullying Policy which had been updated. Following consultation with the SLT this will now go to the pupils to read. A copy of the policy has been uploaded on the GVO for any Governor comments. Policy to be reviewed at the next Full Governor's Meeting in December.

Comments received concerning the Anti-Bullying Policy within the meeting were welcomed and noted:

-ML thought the new policy to be concise and covered every angle. He mentioned that one of the suggested linked documents lists should include the 'Code of Conduct for Employees'. Policy to be updated.

-MD questioned if the literary references could possibly be replaced with more recent ones?

Minutes of the Curriculum and Outcomes Committee Meeting were considered to be a true record of the meeting.

Safeguarding Committee Meeting held on 5th October 2017.

The minutes of this meeting would be circulated in due course.

Mike Lawson has taken over as Chair to the Committee and has been able to offer support and advice in bringing the Committee inline with statutory requirements. ML to refer to the terms or reference and update. A new proposed agenda format will also be in place for the second half of the autumn term.

8. Monitoring Timetable

MS invited Governors to attend the 'Know Your School' visit on Thursday 2nd November from 12.00-12.30. Simon Chandler will be in attendance opening questions up to the Governors. The discussion will be held at Holland Road.

Monitoring visits have been delegated through Committee meetings and Governors were reminded to complete a monitoring form for any in which they attend.

9. Head's Report

The Vice Chair took over the meeting and opened up the questions for the Head's Report, see appendix attached.

10. AOB/date of next meeting

MD drew Governor's attention to the Secondary Catchment Consultation meeting and the Save Our School meeting; he suggested Governor representation at the meeting so as to gain an insight into these current issues and report back to the Governing Body.

Governor Vacancies – it was agreed to send out a paper version of the letter in a push to fill the two Co-opted Governor vacancies. Expressions of Interest from the latest Parent Governor vacancy would also be considered. To be reviewed at the Chairs of Committees meeting scheduled for 1st November 2017.

Date of next Full Governor's Meeting: **6.00pm, Tuesday 12th December 2017.**

Q & A of the Head's Report Summer Term 2017

Theme 1

Q. Is the revised staffing structure for the school fit for purpose for both sites?

A. The revised staffing structure which has been to ensure a year leader per site rather than a shared year-leader meets the needs of the school as internal and external monitoring has shown. In such large cohorts it is essential teams have a site specific lead to support teaching and learning and a day to day leader to support planning and the wellbeing of the year group.

The change to the Inclusion team has only just happened in September 2017 and new staff will need time to embed and receive up to date training. We have already seen the benefits of having a Senco at Holland Road three days a week with the school being allowed to organise its own timetabling. This has led to more efficient use of meetings and more time has been facilitated to write SEND action plans and allowed the Senco to work more closely with class teachers.

Looking at the wider picture, our budget will need to be continually reviewed and we will need to consider if SLT are going to have to teach more (currently teaching one day a week at Holland Road and half a day a week at Portland Road inc myself) to reduce costs or if the current SLT structure is unsustainable due to budget constraints.

Q. How might Governors become more involved in ensuring we are aware of the improvements needed to make HJS even better?

A. Charlotte and myself are happy to run additional training for the GVO to support Governors in using and accessing it more.

Q. What are the gaps in knowledge? Can some examples be given?

A. Objectives include:

- Communicates well with staff, pupils, parents and stakeholders.
- Timetabling of weekly meetings for attendance/ office manager/ support staff and School Council to ensure the day to day operational aspects of the school are communicated with key staff.
- Roles and responsibilities of HoS are fulfilled and linked to leadership standards.
- Strategic understanding of monitoring role. This includes specific CPD including observation of Pupil Progress meetings, further joint observations and fortnightly learning walks have been set up on a rolling programme to ensure HoS on both sites are monitoring and following up link year groups more specifically.
- Develop a deeper understanding of whole school assessment (DS) – separate action plan has been devised for this and is available on request.

Q. What are the key headlines from the monitoring of teaching and learning and attainment in maths and writing in particular areas of improvement?

A. Key Headlines from monitoring

- From the monitoring of T & L in English we have noted that: Whole class guided reading planning has raised the profile of guided reading. The lessons are linked to the 8 reading skills.
- The use of whole class texts linked to the topic, where appropriate was inspiring writing and raising standards.

- Consistent marking in English led children feeling well supported, challenged and encouraged to independently edit their work.
- English teaching particularly embedded grammar and whole class guided reading. (Evidence of an improved understanding of how to answer test style reading questions in recent tests).
- Interventions (in particular Caterpillars maths group and the phonics/RWI hybrid) are having a positive impact on children's attitude to learning and should, over time, see good progress. This is also evident in proven interventions such as Numbers Counts and BRP.
- The majority of children are given regular opportunities to write at length and where this is established and planned in regularly, writing stamina is improving and expectations are high. Further information is on the GVO.

Next Steps

- Year groups are not always analysing test information to identify gaps in learning/ trends/ implications for planning etc. and decide on future action for year team which can affect their Assessment for Learning.
- HoS must carry out more rigorous and regular learning walks. The English subject lead is doing this and focusing on sharing good practice and next steps. From September he is going to be released to support Holland Road. This will support less confident team members with assessment and test preparation.
- Some classes are still not teaching spelling regularly. Further inset has reset expectations. The profile of spelling across all the classes and precise teaching of spelling patterns must be in place and monitored.
- Monitoring showed that feedback from Pupil Premium pupil voice needs to inform planning
- Further work is needed to ensure accuracy and continuity in writing moderation – continue to work as a team and attend writing moderations within our cluster.
- Two year leaders were not implementing strategies in their whole class/year group planning, which was noted by the subject lead and fed back to HoS.

In Maths

- Evidence of progress since the beginning of the academic year in maths books. Attainment and progress is on an upward trend since the start of term.
- Implementation of maths CPD/maths mastery inset is evident in the classrooms through the way the teachers are using resources and implementing ideas.
- Continued enjoyment and confidence in maths/promotion of maths across the school
- Displays of maths are promoted both in class and in the year 3 corridor.
- Resources are being used effectively to reason and proof pupils understanding
- It was evident where teachers had had maths CPD and how this application was being used within the classrooms e.g. Draw it/show it/prove it methods all being explored and used by pupils.
- The use of maths language and talking about maths is strong in the majority of classes. Pupils are becoming more confident to question their concepts and understanding of strategies.
- Best practice showed effective modelling by the teacher, using a range of varied learning styles

Next Steps in Maths

- Pedagogy is strong in some classrooms and this needs to be cascaded in planning meetings with good practice shared through peer observations and book looks.

- Development of mastery strategies/ techniques was evident, but continued focus on the use of variation techniques in questioning will be a focus for the autumn term.
- Continue to focus on teaching up and scaffolding, by frontloading the maths vocabulary, providing models and using experts/thinking teams.
- Continued focus on tables to be embedded consistently.
- Homework needs to reflect the schools focus on variation and challenge and not more of the same calculations.

Q. How does the annual parent questionnaire compare to previous years?

A. The annual parent questionnaire has shown a downward trend in certain areas.

A higher percentage of parents do feel communication between the school needs to be improved - 5%). A higher percentage of pupils felt that behaviour was not always good (-7%) and bullying was still an area of concern.

Q. What has the feedback been on the Annual Report change – the learning characteristics and supporting learning at home section?

A. Parents have fed back very positively regarding the new format and the additional information about how to support their child at home. Year 3 and 4 parents in particular have liked the link to the learning characteristics as this is reflected in the Infants communications and builds of the children's understanding of themselves a learner. There were no complaints this year from any parents, which is the first time this has been noted about the report format and layout.

Theme 2

Q. Concerning the 6th bullet point of the introduction, how will the school go about raising expectations and improvements in the teaching of Phonics?

A. As the operational SIP plan shows the year three teachers have received additional training by the deputy heads to support whole class phonics teaching in year three in the first week of September. All children have been benchmarked as well so the Year Leader can use gaps analysis and revise concepts covered in years one and two. Additional phonics groups are then run for children who cannot access whole class teaching in addition to their classroom learning.

Q. How successful has Peer observation been? What is the evidence for this?

A. Peer observations took part in the Spring term and Heads of School wrote a report on this published in the GVO in the summer term, with examples of peer evaluations and how this had informed their teaching and developed subject knowledge. MS will speak about this so all governors are clear in the Heads Report section.

Q. Is there any structured feedback from peer observations to inform improvements in individual teaching practice?

A. Year Leader Action Plans are available to view on the GVO.

Q. How are the Maths team monitoring curriculum coverage?

A. The Maths team meet regularly to carry out the operational actions linked to the Maths Action Plan.

Repeated CPD from the maths team has now ensured all teachers have received mastery training. MNP inset is on 30/10/2017 – all Governors are invited.

Q. What is in place to monitor and evaluate the implementation and success of new developments and approaches including maths methods, peer observation, consistency in marking and feedback and sustained writing?

A. From September both Maths Leads to have half day subject leader time to carry actions out including looking at planning and curriculum coverage. Year Leaders have medium Maths plans, which have to be annotated and traffic lighted weekly – half termly to identify coverage completion and children's understanding (Assessment for Learning Day) is now built into the weekly planning to ensure class teachers are revising concepts pupils are using.

SLT learning walks with Governors in the Summer Term were all linked to Maths SIP priorities.

Q. Are you happy with the percentage figures of outstanding and good teaching?

A. In Holland Road I feel the percentage of outstanding teaching is still too low and I have discussed this with Nicole. The teachers are all experienced teachers and the triangulation between books, pupil voice and the day to day teaching in class needs to be monitored more closely. Expectations in writing attainment need to be increased in Years 4 and 5. Both HH and NR need to be more visible in classrooms and follow up pupil progress meetings more consistently. This has been reflected in their performance management objectives. I am carrying out joint leaning walks and drop in s with NR regularly. Monitoring of books needs to be done weekly.

At Portland Road I feel the percentage is fair as we took on 5 NQTs last year and we would not expect our NQTS to be consistently outstanding. Two NQTs who DS has worked with have needed additional support and action plans and further CPD which Jacquie D our deputy is delivering to ensure their planning and aspects of assessment and learning are more rigorous.

Q. Is the upward trend in SEND summer term data, a direct result of the Achievement For All?

A. The upward trend in the SEN data shows the additional influence and focus of AFA. The structured conversations have led to extended parent meetings with focused talk time and target setting in partnership with parents. Additional support from external agencies (in some cases) has been identified through these extended meetings and links have been made with family coaches, AMAZE, use of home/school spelling licences to help with family learning etc. 100% of teachers said they now had a better understanding of the background of children and had improved links with home.

Q. How confident do the teachers feel with teaching phonics?

A. The Year 3 team have observed the teaching of phonics in the Infant school and the JD and HH have retrained the Year 3 teams to teach phonics this term to ensure the planning is revised. Gaps analysis of the Year 2 curriculum is completed at the start of term. We have two specialised TA's who are very confident and experienced in their phonics teaching and support the Year 3 teams on both sites. All teachers have reported that they feel more secure in the teaching of phonics.

Q. How many and what students are involved in the inference groups?

A. Inference groups build on the higher order reading skills the children need and are an extension of Better Reading Partners. Groups are between 4-6 pupils. Pupils need to be confident decoders and scanners and will have often completed BRP. The groups have been trialled at Sussex Uni and by

the ECAR team at Btn and Hove. They have enabled us to work with more children who are at risk of not making Age Related Expectations. They were trialled in Year 6 in the Spring Term and are now in place across all year groups.

Q. Pupil Voice, how often does it occur? How many pupils attend and how are they chosen?

A. Pupil Voice Questionnaire is at the back of the Teaching and Learning Policy. Focus can include PP pupils, Curriculum (from School Council), and More Able Maths.

Q. Reorganisation of playground zones – has this happened yet? Can we let parents know if we have?

A. Introduction of a second Games Day on Monday. We're awaiting clearance at half term.

Theme 3

Q. What are the Action Points the school needs to follow up on in WWO accreditation?

A. We are no longer working towards WWO accreditation, as governors agreed the school was not in a position to fund WWO. Our PSHE coordinator has reviewed the planning to ensure core WWO skills are embedded into weekly plans for PSHE. The learning characteristics (built on from the Infants work) are now fully embedded in years three and four.

Year leaders also have specific action plans with a clear vision linked to many core WWO skills. E.g. In year three the focus is on developing learning behaviours of resilience, independence and cooperation. Animal characters have been linked to these traits and this is a focus in their teaching and marking throughout the week. In year four this is carried on and includes the teaching of philosophy for children, where pupils are developing their reasoning skills and are being introduced to holistic understanding of the world linked to citizenship.

Q. How well do pupils understand the difference between conflict and bullying?

A. Teachers have specific resources to teach the difference between conflict and bullying and our AFA coach has just introduced additional resources from the anti-bullying alliance to support further CPD.

Q. How is the breakfast club going at Portland Road?

A. The Breakfast Club has been a very positive start to the term and is over subscribed on three out of five days. PP our lead play-leader has coordinated this and worked with myself and our Business manager to ensure the smooth transition. We have just passed our food regulations check with top marks. Both parent and children feedback has been very positive and there have been no complaints. Would Governors like me to carry out a parent questionnaire now we have got to half term to audit this more systematically?

Q. Authorised absence has risen this year do we know why? Is it a common issue or limited to some repeated absences?

A. Repeated absence of three pupils (repeated absentees).

Q. Persistent absence increased since last year, any particular reason?

A. Persistent absence has increased by 1. % to 6.9% from 5.1%. Kate Newman had previously been in charge of attendance at the PR site and this is now under a new admin officer. However, we are

monitoring attendance 2 weekly. Teachers are informed daily if a vulnerable child is away and we are calling in parents to meet with us more regularly. There were 2 pupils on both sites who had persistent absence all year 16-17 and had teams around the family and family coaching. This included home/school visits by the Inclusion Managers, learning mentors and class teachers.

Q. How has the extended half term been received so far?

A. MS will audit staff and signpost parents to feedback after half term.

Q. Mindfulness sessions – hopefully this can be repeated as it has been received very positively with parents who I have spoken to. A really good idea.

A. Year 6 pupils will be receiving additional six week mindfulness programme. MS has contacted Catherine Kelly.

Q. Can you give more details about mindfulness sessions for Year 6?

A. Mindful sessions are undertaken by Catherine Kelly - a senior lecturer at Brighton Uni, who has worked with the school for the last two years including Inset training for the staff. She undertakes a 6-week programme with the class, providing strategies and an understanding of mindful pedagogy working with the needs of the class individually. Catherine also provides an after school club.

Q. E-Safety Training for pupils and parents – look forward to seeing this, can we also have a refresher on mobile phone/ tablet policy?

A. Copy of revised draft Anti-Bullying Policy is on the GVO.

Q. What has delayed/ prevented implementation of restorative approaches?

A. David Knight could not train staff at any of our identified Inset days, due to training demands with the Infants. We then trained our learning mentors, as they are often working directly with more complex needs to support staff. Inset training has been provided and the staff have created question stems to support scenarios, which they said they had found useful and which are attached to their lanyards.

Theme 4

Q. How has the change in reporting/measurement of pupils been received by parents, do they understand what it means compared to the levels 1-3?

A. Year 6 parents receive a Year 6 Parent Workshop (PP is on website) which explains the changes in assessment from old levels and a detailed letter with the report (see PowerPoint on GVO).

Q. How is the objective to increase the progress of higher attainers in Maths in Year 6 working out?

A. In maths are progress data at the end of KS2 shows that we have increased our progress substantially in year six and 33 percent of pupils received greater depth at the end of the key stage. This is a rise of 15 percent from last year and significantly above national data and authority data.

Q. How is the development of a systematic way of assessing progress in GPS across the school working out?

A. David Swindells is working on a systematic way of recording GPS across the school and will report back in the meeting. Teachers are using the rising stars tracking grids which also analysis gaps in learning to support AFL. This is currently optional however as it can take time. We have agreed to trial it. DS needs to ensure the data is recorded at the end of each term into ARE expectations and placed on our assessment tracker. Sims currently does not do this.

Q. What are the reasons for the progress for more able and disadvantaged students not being good? And what can be done to change this?

A.

Disadvantaged Pupils	2015	2016	2017	EA	National
Number of Disadvantaged pupils	-	29	15	686	-
% Expected standard in Reading	-	75.9	86.7	60.9	-
% Expected standard in Writing	-	65.5	60.0	62.2	-
% Expected standard in Maths	-	72.4	86.7	58.3	-
% Expected standard in GPS	-	86.2	80.0	61.7	-
% Expected standard in RWM	-	44.8	60.0	45	-
Reading Progress	-	0.6	2.3	-0.1	-
Writing Progress	-	-0.3	-4.5	-1.2	-
Maths Progress	-	-1.6	0.1	-1.5	-

The progress of the disadvantaged pupils at the end of KS2 is on an upward trend in both reading and maths and in combined results for R/W/M and is significantly above authority and national percentages as outlined above. The progress in both of these subjects is again on an upward trend. Writing attainment and progress for Disadvantaged pupils remains a concern. Pupils in Year 6 who did not make age related progress in writing who were PP had a complexity of need and were also on the SEN register. Three pupils were also EAL and new to the country in the Year 6 academic year.

Q. Was the Better Reading Partners an effective intervention for EAL pupils?

A.

Subject	Group	Pupils	School						Brighton & Hove		
			% Below standard of the pre-key stage	% Working at the pre-key stage standard	% Working towards the expected standard	% Achieving the expected standard	% Achieving the higher standard	Average Scaled Score	% Achieving the expected standard	% Achieving the higher standard	Average Scaled Score
Reading	EAL	15	0.0	0.0	0.0	100.0	33.3	107.6	61.3	18.8	102.6
	Other	108	0.0	0.0	0.0	95.4	57.4	110.9	80.0	35.4	105.5
Writing	EAL	15	0.0	0.0	0.0	100.0	6.7	-	68.1	9.1	-
	Other	108	0.0	0.9	14.8	84.3	33.3	-	80.0	20.7	-
Maths	EAL	15	0.0	0.0	0.0	100.0	33.3	105.9	73.1	17.2	103.7
	Other	108	0.0	0.0	0.0	89.8	34.3	107.3	75.6	23.2	104.5
SPAG	EAL	15	-	-	-	100.0	53.3	109.7	74.4	25.0	105.1
	Other	108	-	-	-	94.4	44.4	109.7	78.7	29.8	106.0
RWM	EAL	15	-	-	-	93.3	6.7	-	51.9	4.1	-
	Other	108	-	-	-	77.8	21.3	-	66.0	10.3	-

The 'Other' group includes pupils with first language as English or unclassified

100 % of our EAL pupils achieved the expected standard or above in Reading. Our EAL pupils average scaled score is 107.6 (Btm & Hove average is 102.6).

This shows the hard work of the BRP team in ensuring the intervention accelerates progress, whilst also promoting a love of reading. EAL pupils were also given BRP if they were considered ready and could access the programme (not new to the country).

Q. What did the monitoring of PP pupils show?

A. Monitoring of PP pupils in pupil voice (see GVO report) showed the majority of PP pupils were confident to talk about the school, their enjoyment of the curriculum and how teachers helped them to improve their work.

PP checklist is not always being consistently used e.g. PP books are not always marked first/or given in-depth marking once a week). HoS now have to monitor this group of pupils weekly looking at writing books in depth and ensuring there is developmental marking and next steps. Named pupils are on Performance Management. A report to the Head each term on PP pupils writing has to address pupils falling behind/interventions and strategies and an individual action plan where needed.