



Denmead Junior School

Meeting Minutes

for the

Full Governing Body Meeting

Date / Location	Start Time	End Time
18 th October 2018 DJS, Bere Road, Denmead	5.30pm	7.28pm
Present (78%)	Apologies for Absence	In Attendance

Elaine Viner (**Headteacher**)
(Dep 6.33pm)

Glenn Taylor

Andrew Turk

Gary Dawe

Graham Goddard

Pamela Allsop-Smith

Natasha Jones

Ros Owen

Shirley Nellthorpe

Tracy Jones (**LA Clerk**)

Mark Willoughby

Linda Wilson (Arr 6.37pm)

Item	Subject
57/18	<p>Welcome and Apologies</p> <p>The Vice-Chair welcomed everyone to the meeting. Apologies had been received from Ros Owen and Shirley Nellthorpe. It was noted that the Headteacher had to leave the meeting early due to another commitment and Linda Wilson would be attending later in the evening. However, the meeting was quorate throughout.</p>
58/18	<p>Appointment of New Governors</p> <p>Mark Willoughby introduced himself to the Governors, confirming that he moved to Denmead in 2009. His son is in Year 4 and he has another child at the Infant School. Mark is a Mechanical Engineering Manager who now runs his own Company. He already contributes to village life as a Parish Councillor and leader of the Denmead Youth Club. Mark left the meeting whilst a discussion took place on Governor recruitment.</p> <p>Mark had responded to the letter issued to Parents / Carers for the role of Parent Governor (PG). No other applications had been received via this route although there were a few expressions of interest. Pamela Allsop-Smith (PG) whose children have now left the school agreed to step down as PG and was immediately re-appointed by all those present as a Co-opted Governor, leaving Mark able to step into the PG role.</p> <p>Mark returned to the meeting and was welcomed to the GB. Full introductions were completed later in the meeting.</p>
59/18	<p>Presentation by the Maths Subject Leader Jo Marks</p> <p>Jo Marks (JM) teaches Year 3-4. She presented on the maths action plan in 2017/18 and actions for this year.</p> <p>JM confirmed the current areas of focus are: -</p> <ul style="list-style-type: none"> - Developing Teachers and LSAs subject knowledge - Enabling more children to be secondary school ready: SATs and other development - Continuing to embed the use of CPA – concrete pictorial abstract representations to help children understand abstract maths. <p>Last year was the first introduction of mixed age classes, with 2 year groups in 1 class. The aim was to avoid splitting the children into age related groups and this was largely completed although the Upper School did partially split the classes by age towards the middle of last year for an additional lesson to enable better focus on the SATs – this worked as the SATs results showed. Good confidence developed during the year and Year 3 and 4 successfully managed to teach the children as 1 class for the majority of the time, teaching based on need rather than age.</p> <p>Q: Will it be easier this year now that the mixed aged classes have been established? A: it is easier but there are ongoing challenges. The mixed groups are now a year in but you cannot copy the planning as we do not want the children to repeat the same tasks. Different approaches have to be adopted.</p> <p>Another focus area is looking at how the children complete their calculations - developing speed and practice. SATs reasoning has historically been a weaker area. The children may</p>

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have good ability to complete calculations but they find it less easy to answer worded papers. There is a weekly quiz to develop and challenge the children and help them build resilience in a test environment. The children set themselves weekly challenges. This approach worked well last year. The children felt secondary school ready with improved exam results. However, the gap between disadvantaged and non-disadvantaged increased. Upon review it was noted that not every disadvantaged child in Year 6 could answer the Year 3-4 curriculum questions accurately. There was a clear difference between arithmetic and reasoning and the children's preferred ways of working were quite labour and time intensive leading to unanswered questions later in the paper. (i.e. the children are not choosing the most efficient methods.)

The disadvantaged will be a focus area after the mock exams have been completed. Both Year 6 and Year 5 disadvantaged papers will be reviewed to see any trends. There will be more pupil conferencing and book looks and extra support during lessons. Concrete pictorial abstract (CPA) is very important and this is a development area. Children need concrete resources. Sometimes adults do not see the value in this, but CPA provides structure. JM is looking to make CPA more effective and will be delivering additional training to the staff. She also circulates a weekly image to staff to give ideas and to provide more tools for staff to use on an ongoing basis.

Q: Is CPA a recognised proven strategy?

A: Yes. It has been around a long time. There are a lot of additional resources available – different schemes of work, but teachers need to select the best variety as no scheme is perfect. We like to make use of other material and then personalise it. The images help all children to understand, then apply the learning to other situations. It promotes independence because once the children understand, they can start to work on other questions without waiting to be helped. We need to move away from the mindset that only lower attaining children need to use resources.

Q: Will there be any maths evenings for parents/carers this year?

A: There was a Lower School Maths evening at the end of September - showing recent methods of learning, but it was not well attended. The next workshop will perhaps be a morning event 9am-10am.

Q: Is there material available from that evening?

A: It is on the website but it helps to hear the commentary. It can be found under the Curriculum maths folder.

The next session will be bar modelling training for staff and parents – it is the pictorial element of the CPA. It uses images to help with problem solving.

Future events:

31st Oct – Bar modelling staff training 3.45pm

7th November – Moderation addition and subtraction from Years 3-6.

28th Nov – moderation - multiplication or division.

Thurs 29th and Thurs 6th Dec – Pupil Conferencing and book looks in the morning.

Governors are very welcome to attend any of the training or conferencing events (only one Governor can be present whilst conferencing.)

	Those present thanked JM for an interesting presentation.
60/18	<p>Declaration of Pecuniary Interest</p> <p>None declared.</p>
61/18	<p>Minutes and Actions from the meeting held on the 3rd September 2018</p> <p>The minutes of the last FGB meeting had been previously circulated. The Governors reviewed the minutes and agreed that they were a true and accurate record of the meeting. They were duly signed by the Vice- Chair.</p> <p>All outstanding actions had been completed.</p>
62/18	<p>Headteacher's Report and Self Evaluation</p> <p>A detailed written report had been circulated prior to the meeting and a number of questions were posed by the Governors.</p> <p>Q: What is the average additional funding per pupil for each vulnerable group? (CLA / ECHP etc)</p> <p>A: The school receives additional funds for certain pupil groups. Pupil Premium (PP), Looked after children in care (CLA), Educational Health Care Plans (EHCP) The Infant school is now sending their data to show the children we might expect to see next year and this will help with planning. Each category has different funding amounts. We have not had any CLA children for some years but the funding was approximately £2,300 p/a. EHCP varies a lot, depending upon the amount of additional support that the child requires. It is a very slow assessment process which delays receipt of funding but HCC say that they have now caught up with applications. The School needs to apply for 7, 4 in the Lower School and 3 in the Upper School. An Educational Psychologist needs to support the application which is a delaying factor. Child and Adolescent Mental Health Services (CAMHs) can take up to 2-3 years to review. However, the school has successfully managed to extend some existing EHCP support hours.</p> <p>Q: The number of Year 3-4 SEN looks high?</p> <p>A: It varies Year on Year.</p> <p>ACTION: HT to ask Kerry Howard (Inclusion Lead) to provide an update to Governors at the next FGB.</p> <p>Q: Is EHCP funding backdated?</p> <p>A: No</p> <p>Q: Can the infant school apply for an EHCP?</p> <p>A: They can, but applications can be rejected with the argument that the child needs to develop and mature first before an assessment is made, so this is not always successful.</p> <p>Unfortunately, due to geographical reasons, to obtain assessment and support sometimes the child needs to go to either Winchester or Havant for support depending on where the parents live. EHCP's are multi-agency but gaining access to services can be problematic. Health is particularly difficult. There are limited resources and a high level of proof of the child's needs is required.</p>

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1. School Improvement Plan 2018-19

The Raising Attainment School Improvement Plan (RASP) had been circulated prior to the meeting. The plan will be updated throughout the year.

Q: Item 8 relating to the budget refers to budgeting in possible/likely EHCP funding into the 4-year plan to cover children with high need. This will take up the Business Manager's time. Is it worthwhile as it will have a zero-net impact to the bottom line?

A: We have received advice from HCC and have half-termly reviews with them. This is their recommendation, along with reducing office admin by outsourcing the school uniform activities.

Q: HT to increase her LLE (Local Leader Education) role with the local Teaching School (supporting schools in West Sussex) – Do you have capacity and will this impact the school?

A: Any activity will be managed and balanced with the needs of the school. The Deputy Head provides cover in the absence of the HT.

It was noted on Page 9 the reference to HT/ZH requires amendment.

The RASP targets on Page 21 will be updated once the mock SATs results (being completed this week) are analysed.

Q: Where do the targets come from and how are they assessed.

A: The baseline is the children's starting point at KS/end of Year 2. It is deemed to be good progress if all the middle attainment group get to the expected standard at the end of Year 6. So, the target for all children to reach expected is aspirational. The various categories are changing so next years' Year 6 will have different groupings - working towards, greater depth, expected, etc. The grouping methodology has not yet been released. If there are large shifts in the boundaries this will impact the results. The best measure is the progress score.

The school uses transition matrices to track results - grouping children on entry compared to where they are at the end of their last year. Targets are built around this data. HCC feel the school targets are high/aspirational and they may be adjusted after the mock exams.

2. Report on Absence Within Vulnerable Groups

Children	Attendance	Lateness	Last year Attendance	Last year Lateness
All children	98%	0.6%	96%	1%
Disadvantaged	93%	1.6%	89%	4.7%
EHCP	90.8%	0.4%	83.9%	0.1%
SEN	97.7%	1.3%	94.6%	1.2%

Q: The disadvantaged had particularly low attendance – is this connected to a medical condition?

A: Yes, a number of children in year 6 last year had medical conditions.

Current attendance levels overall are 98% at the moment. Some of last Year's Year 6 were poor attendees and following their departure rates have improved. The attendance target is 96.8%.

	<p>3. <u>Review of Published Admission Numbers (PAN)</u></p> <p>The total number on roll is 295 with a PAN of 90 for each year.</p> <p>Q: Did we lose many in the transition from the Infant School? A: 5 children, all had valid reasons for going to different schools (e.g. nearer to home, complex SEN needs.)</p> <p>4. <u>Offsite Visits 2018-19</u></p> <p>Recorded in the HT Report.</p> <p>5. <u>Confirmation to Governors: -</u></p> <p>Designated Teachers, Registers in place List of Keyholders and Privacy Notices have been issued – all confirmed and detailed in the HT Report.</p> <p>Q: Of the leavers and vacancies, are these being covered by “supply” type of arrangement or is there no cover in place? A: We have adverts out to recruit. This includes one role for midday supervisor. It is difficult to find the right calibre of LSA.</p> <p>Governors thanked the Headteacher for her detailed reports. <i>The Headteacher left the meeting at 6.33pm.</i></p> <p>6. <u>Safeguarding Update / Action Plan</u></p> <p>Carried forward to the next meeting.</p>
<p>63/18</p>	<p>GB Business</p> <p>1. <u>Ratification of HCC 2018 Teachers Pay Award</u></p> <p>The Pay Policy is based on an HCC model however the full 2018 update has not yet been received. The only changes are likely to be the inflationary pay rises which are negotiated between HCC and the Unions, as summarised by the HCC School Communication SC016237.</p> <ul style="list-style-type: none"> • 3.5% applied to all salaries in payment on the unqualified teacher range and • 3.5% applied to all salaries in payment on the main pay range and • 2% applied to all salaries in the upper pay, and leading practitioner pay ranges • 1.5% applied to all salaries in payment on the leadership range • 2% applied to all TLR and SENs in payment <p>The budget forecast assumed a 2% rise in salaries overall. The Government has agreed a one-off grant to account for any differences between the forecast and actual spend, based upon a formula. Teacher pay rises are effective from the 1st September and backdated. Governors were asked to vote to approve the recommended HCC Pay Awards for 2018 and the subsequent salary tables in the HCC Model Policy. The alternative to acceptance would be the school individually negotiating the staff pay awards and agreeing this with the Unions which is not a feasible option.</p> <p>All Governors present agreed to accept the 2018 Pay Award recommendation and policy amendment.</p> <p><i>Linda Wilson arrived at 6.37pm during this item.</i></p>

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Linda introduced herself to the Governors, confirming that she had heard about the Governor role via the Denmead Business Club, although she also has 2 children at the school. She confirmed that she is an Employment Lawyer, with an interest in HR, Management, employment law, and Governance. Linda left the room briefly whilst Governors voted on her appointment as Co-opted Governor and this was unanimously agreed.

2. Review of Governor Roles & Responsibilities from the new SIP

The Vice-Chair confirmed that at present there is a vacancy for a Safeguarding Lead Governor. The role is being covered on an interim basis by the Chair. It was confirmed that this is a mandatory Governor Role. It involves oversight of the school safeguarding policy and completion of reviews, including the Single Central Record and the annual Safeguarding Audit. After discussion Mark Willoughby agreed to step into this role, subject to a handover with the Chair. It was confirmed that HCC offer a variety of training courses to assist with the role.

Q: How often does the Safer Recruitment Training need to be refreshed?

A: Every 3 years.

ACTION 1: Clerk to check who is SR trained and whether any refreshers are due.

Post Meeting Note from the Clerk

Andrew Turk and Graham Goddard completed the SR Training on the 4th May 2018, and Glenn Taylor and Pamela Alsop-Smith completed the training on the 24th February 2016. They will need a refresher in February 2019. Other Governors may be SR trained in connection with their roles on other GB's.

It was noted that the Governor Responsibilities list will need to be updated to reflect the 2018-19 RASP. After discussion it was agreed that a further discussion on roles and responsibilities would take place at the next FGB.

ACTION 2: Clerk to update the Governor Responsibilities list, add SR dates and 2018 objectives.

3. H&S Update

Graham Goddard confirmed that he has closed the 2017-18 H&S monitoring record and updated the reporting template for the 2018-19 school year. The report had been circulated prior to the meeting.

It was noted that a child broke his arm during the after-school soccer club. Whilst the event is not run by the school, the accident is reported as it took place on school premises and members of staff provided first aid assistance.

A fire drill has been successfully completed although Year 6 were absent on the day in question. A further drill will be held next term.

A planned maintenance programme is now in place. The Site Manager and Business Manager meet regularly to discuss the school budget and agree any necessary works to be undertaken.

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	<p>Q: If there was a fire, can the site manager try to put it out? A: The immediate concern is pupil and staff safety therefore the Evacuation Policy says only tackle the fire if it is safe to do so. In the event of an emergency everyone has very clear specific roles. The site manager is responsible for meeting the emergency services and ensuring that they have the information they need about the school to deal with the fire.</p> <p>4. <u>Training Update and feedback reports</u></p> <p>Glenn had circulated a report detailing the training undertaken since the last FGB, and a summary of the Skills Gap Analysis results from earlier in the year. The Governor Induction Programme was discussed. Within the next month, new Governors will receive a welcome email from HCC including a Governor Logon ID which enables them to review and book courses (costs are funded by the school.)</p> <p>It was noted that the recent SEN conference was very good. The Performance Management Information was useful but the course was not particularly recommended due to the poor venue and length of the course.</p> <p>5. <u>Governor Skills Audit</u></p> <p>The skills audit was briefly reviewed. The results are colour coded, red, amber green indicating areas where further skills would be desirable across the GB. Overall the GB is well represented. The review is completed as a self-assessment exercise annually. There is limited guidance as to what constitutes a 1 (no knowledge) or a 5 (expert) but Governors are asked to complete the document from the perspective of a member of the general public.</p> <p>ACTION 1: GT to send out the Skills Matrix to all Governors for completion ACTION 2: All Governors to return the completed Skills Matrix to GT</p>
<p>64/18</p>	<p>Governors' Monitoring</p> <p>1. <u>Schools Financial Value Standard (SFVS) Plan for Completion</u></p> <p>Pamela Alsop-Smith described the SFVS process and confirmed that there is an annual list of procedural questions to review. FGB approval is required before the final submission is made to HCC at the end of March. Pam completes the assessment in tandem with the school Business Manager.</p> <p>2. <u>Visit Reports</u></p> <p>Visit reports had been circulated prior to the meeting covering a variety of topics. There were no questions.</p>
<p>65/18</p>	<p>Statutory Policy Review</p> <p>1. Allegations of Abuse Against Staff / Child Protection Policy 2. Safeguarding 3. Teachers Pay Policy – approved under Item 63.1 4. Teachers Appraisal and Capability Policy</p> <p>Items 1,2 and 4 were carried forward to the next FGB.</p>

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66/18	<p>Effective Governance</p> <p>The Governors reviewed the topics discussed during the meeting and agreed that the following demonstrated effective governance: -</p> <ul style="list-style-type: none"> ➤ GB Appointments / Initial review of responsibilities ➤ Skills audit ➤ Maths Lead Presentation – with focus on the disadvantaged ➤ HT Report and RASP
62.7 18	<p>Forthcoming events (Moved to later in the running order)</p> <p>The Deputy Head confirmed the following forthcoming events: -</p> <p>31st Oct – Bar Modelling Staff Training 7th November – Maths Moderation 3.45pm - Mark confirmed 16th November – Kerry Howard completing PP monitoring (Ros tbc) 28th November – Multiplication & Division 3.45pm – Mark confirmed 29th November and 6th December – Jo Marks pupil conferencing all morning. 19th December – Vertical Grouping Meeting 11.30am. Subject Leaders speak to the children about the curriculum and feedback to staff. 11.30am 19th December – Mark confirmed. Other Governors are welcome to attend as there are many subjects being covered. 7th January inset day – working with St Albans School looking at the middle prior attainment Group in Emsworth.</p> <p>ACTION: All Governors to review forthcoming event dates and confirm attendance if this has not already been agreed.</p> <p>Gary Dawe confirmed that he remained able to complete the annual review of the performance management process on the 19th October between 12.30-2pm. This involves speaking briefly to a selection of staff regarding the PM process to ensure that it is being correctly and fairly administered across the various roles and pay ranges. The Pay Committee will be meeting at 1.15pm on the 6th November and the Finance Sub Group will be meeting on the 9th November.</p>
67/18	<p>Date of Next Meeting – Monday 19th November 2018 at 9.15am</p> <p>Governors are reminded to pass documents to the Clerk at the earliest opportunity and no later than the circulation deadline of 11th November.</p>
68/18	<p>Close</p> <p>With all business concluded the Vice-Chair thanked the attendees and closed the meeting at 7.28pm.</p>

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Full Governing Body Meeting held on the 18th October 2018

ACTION SHEET

Item	Subject	Action	Date Due
62.1/18	HT to ask Kerry Howard (Inclusion Lead) to provide an update to Governors at the next FGB.	HT	Nov 2018
62.7/18	All Governors to review forthcoming event dates and confirm attendance if this has not already been agreed.	All	ASAP
63.2/18	<ol style="list-style-type: none"> 1. Clerk to check who is SR trained and whether any refreshers are due. 2. Clerk to update the Governor Responsibilities list, add SR dates and 2018 objectives. 	Clerk Clerk	Completed Completed
63.5/18	<ol style="list-style-type: none"> 1. Send out the Skills Matrix to all Governors for completion. 2. Return completed Skills Matrix to GT 	GT All	Completed Nov 2018

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