

**Meeting of Full Governing Body
17th December 2018 at 4.30pm
Training Room**

MINUTES

Governors Present:	Mick Baker, Richard Bradford, Jane Dickson, Alison Frost, Les Gunbie, Vanessa Hickey, Reg Hook, Jennifer John, Jenny Poore (Chair), Rosie Reekie, Bronagh Shevlin, Haydn Stride
Associate Members Present:	Sue Middleton
Officers Present:	Teresa Dee (Clerk)
In Attendance:	Richard Baker, Roshan Dias-Jayasinghe, Chris Lee, Ellen Mulvihill, Liz Uren

	<u>Agenda item</u>	<u>Action</u>
1	<p>Introduction</p> <p>a) Welcome New Governors Haydn Stride and Jane Dickson were welcomed to their first meeting as newly appointed Parent Governors. Round the table introductions were made.</p> <p>b) Apologies for Absence Apologies for absence received from Dick Knight and Derek Swindells.</p> <p>c) Declarations of Interest The declarations register was circulated. There were no declarations made relating to agenda items.</p>	
2	<p>Pavilion and Downs Teaching School's Alliance (TSA) - Update on the work of the TSA The Chair introduced Ellen Mulvihill Director of Pavilion and Downs Teaching School's Alliance who provided an update on progress of the TSA since its set up. The following points were highlighted:</p> <ul style="list-style-type: none"> • Teaching schools were introduced by the DfE and teaching school council as systems of leadership to improve standards, raise outcomes by schools supporting schools. Teachers, practitioners and school leaders driving school improvement. • Pavilion and Downs a teaching alliance of six secondary schools, five from Brighton and Hove and one from West Sussex (Steyning Grammar). • Primarily involved in three areas: initial teaching training, continuing professional development and school to school support. • Have to fulfil a number of criteria in relation to activity to access central funding. • Specialist leaders of education with five at Dorothy Stringer School are experts in their field running network meetings and training. • Two major things involved in were to improve persistent absence and progress for disadvantaged students and to improve Key stage 2 writing skills. • Want to get to a point where TSA is self-sufficient. • Liz Uren one of the driving forces of the TSA. Many stringer staff involved in leadership programmes. • Reputationally Blatchington Mill had been successful in its modern foreign languages hub designation. 	

	<ul style="list-style-type: none"> • Have a presence in south east due to coordination role in the Cecil Group, hoping that will be a draw for teacher recruitment. <p>Governors were invited to make comment and ask questions; a summary of the discussion points follows:</p> <ul style="list-style-type: none"> • The science work is really heartening to be around. • Any member of staff contributing to the TSA has to be nominated by their Headteacher and it has to be voluntary. Use of people is deferred if any potential detrimental impact on the home school. • The more staff a school has working within the TSA the more it broadens their horizons leading to stable staff. • For succession planning it is important for growing middle leaders. • Want to be intelligent with matching needs with the design of the programmes and support. • Going to arrange a visit to Harris Academy for opportunities for exposure to different culture, self-reflection and evolution. Ethos very outward facing. • The LSA has a number of primary headteachers as strategic partners and are looking at a programme for a learning transitional model for years 6 to 7 to prevent the dip in performance seen in key stage 3. With minimum funding are able to support schools in a number of initiatives using the resources in the learning school. • Conference was organised around marking with access to schools across the country to be able to make comparisons supporting the accuracy of predictions. • Also have key stage 5 partners. • Office based at Varndean School with finances looked after by Dorothy Stringer. Each school has some responsibility for the LSA. • In terms of strategic oversight each Headteacher is a trustee and a Deputy Head from each school is a continuing professional development lead. • It was likely that the school would not need to contribute money during the current year as the LSA had become self-funding to a degree. <p>5.53pm - Ellen Mulvihill left the meeting.</p>	
3	<p>School Development Item - Quality of Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> • In-house Programme for Continuing Professional Development (CPD) Liz Uren introduced the action research projects for the year which had a tight focus on the whole school priorities. People had chosen what aspect they wanted to do without any prescribed methodology. There were three main focus areas for the projects being improving outcomes for disadvantaged students, teaching and learning and challenge for all, developing pastoral roles at all levels. Action research groups would meet for one hour half termly. The first meetings were introductory and the second was about sharing findings to date. A brief description of the groups was provided. <p>Improving outcomes for disadvantaged students</p> <ul style="list-style-type: none"> • Brilliant class organised with the university to encourage greater participation. • Supporting parents to help with their children's learning, particularly the hard to reach families. • Poverty proofing one of the most popular groups and included a wide range of staff exploring different avenues on poverty proofing. • Vulnerable students with anxiety being engaged with doing other things outside of the school. <p>Teaching and learning and challenge for all</p>	

- Transition from primary school.
- Helping children be aware of how they learn.
- English, maths and science working on live revision sessions that students could access from home. Take up varied from 12 to 40 students and feedback very good. Had in mind the students that had longer travel times when setting up.
- Flipping the classroom idea so that the preparation is done as part of home learning enabling students to be ready for tasks in the classroom.
- The amount of learning that students needed to do had increased with changes to curriculum and new ways of learning introduced including recall sessions at start of lesson avoiding the need for large amounts of revision at end of year.
- Common sense teaching to whole class being important and rigorous for all.
- Whole school literacy working with Science Maths and RE teachers on independent reading strategies.

Developing pastoral roles at all levels

- Tackling attendance, trialling of what to do when students are absent and how to help them catch up.
- Tackling unconscious bias in the classroom.
- Promoting diversity and equality in the classroom.

A summary of the inhouse twilight training for autumn 2018 was tabled at the meeting. It was noted that staff were expected to sign up to training that related to one of their appraisal targets.

In summary CPD was tailored to the individuals, involved joint planning and sharing of what learnt at the end of year at a whole school market place event.

In an effort to tackle recruitment and retention issues 15 initial teacher trainees had been engaged in the school.

Governors asked about further information on the linkage of training to performance management and were advised that when staff signed up for training a link to one of their appraisal targets was required. It varied from staff to staff how they fulfilled but they would be expected to explain how they had met it at end of year. Teachers would work together with their leads and would decide the details of their contribution, it would look different dependent on the individuals experience. All teachers had signed up to something. Support staff appraisal system under review to include something similar.

There was a question about whether individuals could be involved in more than one area and the response was that they needed to sign up to one but there would be opportunities to be work outside of it. A carousel was planned for the February inset day.

- **Observation Schedule**

Chris Lee advised Governors of the class observation schedule for the year. The following points were covered:

- Focus on disadvantaged students observing what those students were doing in class. Been able to help these students to be more engaged.
- Next term full one hour observations planned for all teachers.
- In summer open doors event to happen again where everyone opens their classrooms and anyone else is free to observe. Positive feedback focussed. Onus is on the individuals on doing an observation.

	<ul style="list-style-type: none"> • Support for staff with walkabouts, senior leaders popping into class with a focus on lessons being covered and newer staff. Governors had previously been part of the walkabouts. Staff saw this initiative as positive with some requesting a pop in to help them with more challenging groups. <p>ACTION - Timetable of walkabouts to be circulated to Governors.</p> <p>Appraisal Teaching and Learning Targets In addition to discussions earlier in the meeting and following governors' questions and comments the following points were noted regards the quality of teaching and learning at the school:</p> <ul style="list-style-type: none"> • Observations were one way of checking whether teaching standards being met, two teachers were currently receiving additional support to meet standards. • Feedback from parents on teaching and learning had been positive. A parent governor confirmed that the parents evening had been well run from booking to attendance. • 88% of the disadvantaged student group turned up to parents evening. They had been contacted in advance to book slots with teachers. • The one question on parent surveys that tended to vary over the years related to homework and the level set. In year 7 the response was 93% positive. <p>5.27pm - Chris Lee and Liz Uren left the meeting.</p>	CI/TD
4	<p>Last Meeting Dated 1st October 2018</p> <p>a) Approval of Minutes The Full Governing Body reviewed and approved five pages of minutes (one confidential) from the meeting held on 1st October 2018. The Chair signed the minutes as confirmation of their accuracy.</p> <p>b) Matters Arising Not Included Elsewhere on Agenda</p> <ul style="list-style-type: none"> • The Chair advised that she take an action regards the pay and appraisal policies. • New Governors encouraged to align themselves to one of the Governor responsibility areas. • Feedback from Local Authority in response to the school's letter regards capital allocations and the outstanding loans remained unclear. • Admissions for 2019 included 441 first choices for 360 places, the maximum the school could cope with. There was a falling role predicted across the local authority and by 2022 there would not be enough students in catchment area to fill the spaces. 	
5	<p>Chair's Update The Chair of Governors provided an update on activities carried out on behalf of the Governing Body.</p> <ul style="list-style-type: none"> • Headteacher's retirement communicated to stakeholders to provide reassurances that process in place for recruitment. Dates for Governor involvement to be circulated. • The Chair with the Vice Chair had completed the Headteacher's appraisal along with the performance management outcomes and recommended pay awards for senior leaders. • The trans issue raised by a parent had been responded to by the Governing Body. At the time the school had featured quite extensively in the press. There were far fewer transgender children in the school than being reported. Support from parents of transgender children was very high following the school's measured response to the media reports. 	

<p>6</p>	<p>Headteacher's Report The Headteacher presented his report to Governors on an assumed read basis., responding to Governors questions.</p> <ul style="list-style-type: none"> • Student progress looking strong. • Issue with year 11 group with low attendance that school has very little influence over. • Maths tend to be more pessimistic with predictions, English progress better historically. Last year maths outcomes became closer. • GCSE grade 5+ predictions gap, the data on this should improve towards end of year. • Exclusion rate low, a spike in year 9 with a one off issue. Tend to not use exclusion. Those given were mainly for aggression, drugs use or defiance. Exclusions higher for disadvantaged students and against trend were slightly higher for girls in current school year. • Students on high input of alternative curriculum were mainly boys, there was a group of girls that might benefit from the same. • Alternative programme was generally for same hours as main school, bespoke to the individual in small group learning with additional creative opportunities. It was an expensive but successful provision particularly for those coming in on managed moves. A shift to focus on supporting and keeping students through use of alternative programmes was proposed. • Attendance looking slightly better at around 96%. The split week holidays were impacting negatively on attendance. • Concerned about maths recruitment, good supply had been secured but struggling to fill maths posts. • Meeting held on basic needs funding and it was clear that school could now use the money for site security. Costings being looked at for automatic gates and fencing. • Progress of looked after children was queried by Governors, the attendance of 47% for this group was noted as a possible reason for the comparatively low progress. As a designated attachment aware school governors were interested to know what the school provision for looked after children was. <p>ACTION - Provision for looked after children to be an item in next Headteacher's report.</p>	<p>RBr</p>
<p>7</p>	<p>Business Manager/Finance Group Report The Business Manager presented his report to Governors.</p> <p>a) Financial Projections Financial projections provided using new reporting format and headings previously agreed by Governors.</p> <ul style="list-style-type: none"> • Premises, catering and cleaning staff were recoded throwing up some variances to budget. A request for changes to previous budgets might follow. • Catering variance required some further investigation. Free school meals come in central funding and might offset the position. Governors queried the amount of the variance which appeared particularly high. In response it was advised that the income and expenditure budgets set did not currently tally with what the independent consultant had set requiring a detailed analysis. • Current overall forecast deficit likely to change as more investigation carried out. • There were challenges on time delaying a detailed examination of the budget lines, a priority list of areas for investigation had therefore been prepared and these were highlighted on the report provided to Governors. • Teachers pay grant had come in and the little extras funding was higher than expected. 	

	<ul style="list-style-type: none"> • Capital budgets included with the revenue budget offsetting the deficit though could only be used for capital items. • Catering pods up and running, two months later than planned. They were working well and well liked by the students. Initially the pods were bringing in an additional £300 per day. • Solar panels project had been discussed and put on hold. Something for future consideration phased over time. • Currently recruiting a site manager. • Local authority funding significant improvements to the Surrenden Pool. The pool would need to close for a period impacting on school income initially though with potential to increase once improvements to facilities made. <p>b) Scheme of Delegation The scheme of delegation was presented with no amendments to the previous scheme for Governors approval.</p> <p>AGREEMENT - The Full Governing Body approved the scheme of delegation as presented.</p> <p>c) School Fund Audited Accounts School fund accounts with the auditors who had raised a few queries. A change in auditors was being considered to save money.</p>	
8	<p>Reports from Governors The reports had been made available to Governors in advance. The lead governors introduced the reports and the contents of each of the written reports were noted.</p> <ul style="list-style-type: none"> a) Health & Safety b) Attendance c) PFI Report d) SEN Report The lead governor for SEN recommended that when governors were carrying out monitoring activities, they gave consideration to SEN and show commitment to those students with SEN. There was a question about how Governors would be able to identify SEN students when they visit. It was advised that the teacher would be able to support governors with this. <p>The Headteacher advised that there were 38 students in school currently with education and health care plans and 13/15 coming into year 7. This demonstrated a level of confidence in the school's SEN provision but did apply extra pressure on resources.</p> <p>ACTION - Upload Brighton and Hove SEN guidance to governors' online documents page.</p> <ul style="list-style-type: none"> e) Disclosure and Barring Service The Chair advised that she had reviewed the single central register with one action item recommended a few questions for clarification. 	TD
9	<p>Policies and Other Documents Approved or for Approval</p> <ul style="list-style-type: none"> a) Special Educational Needs Policy 	

	<p>AGREEMENT - The Full Governing Body approved the special educational needs policy subject to changing colour if the green font items.</p> <p>b) Behaviour Management Policy</p> <p>AGREEMENT - The Full Governing Body reviewed and approved the behaviour management policy as presented though noting that it did contain a lot of procedure.</p> <p>c) Child Protection Policy (incl. Statement of Procedures for Dealing with Allegations)</p> <p>AGREEMENT - The Full Governing Body approved the child protection policy as presented.</p> <p>d) Teachers' Appraisal Policy The Chair confirmed that she was happy to approve the teachers' appraisal policy under her delegated authority.</p> <p>e) Teachers' Pay Policy</p> <p>ACTION - The Chair advised that she had not reviewed the final version the teacher's pay policy but once seen would approve under her delegated approval.</p>	JP
10	<p>Any Other Business</p> <p>a) Carol Concert The following day with Governors invited to attend.</p> <p>b) Headteacher Recruitment Group This was currently the Chair and Headteacher who were working on the plan which would be circulated to Governors with a view to seeking interest from those Governors wishing to be involved.</p> <p>c) Governors' Dinner Booked for 11th January 2019.</p> <p>Meeting ended at 6.43pm Date of next meetings: Strategic Priorities and Projects - 11th February and Full Governing Body - 11th March 2019.</p>	