



MINUTES - FULL GOVERNING BOARD

Date: 9th July 2019

Venue: Red Oaks Primary School

Time: 18:00

Attendance:			
Governors		Governors	
Dan Blagg (DB)	Parent	Jackie Peterson (JP)	Co-opted
Ian Burgess (IB)	Co-opted & Meeting Chair	Victoria Robinson (VR)	LA
Fred Child (FC)	Chair	John Robinson (JR)	Co-opted
Craig Clements (CC)	Parent	Mangala Sekhar (MS)	Co-opted
Gillian Cullen (GC)	Parent	Rachel Surch (RS)	Head
Nicole Deacon Willis (NDW)	Staff		
James Lee (JL)	Deputy Head		
Others			
Emily Maxfield (EM)	Teacher (Presentation)	Emma Maddison	Clerk
Jeff Smith	Brimble Hill Chair (Observing)		

1	Presentation
<p>Before the meeting commenced the Chair introduced & welcomed Jeff Smith to the Board who has been invited to observe the meeting in his role as Chair at Brimble Hill School.</p> <p>Staff presentation: 'Marking On the Move' with Emily Maxfield:</p> <p>Before the presentation EM had posted a summary of her presentation to Governor Hub and invited questions in advance of the meeting. EM also explained that as the presentation forms part of her NPQH programme she would be audio recording it:</p> <p>From Gillian:</p> <p>Has there been any feedback from the children? Only verbally to teachers:</p> <p style="padding-left: 40px;"><i>'My children really like the instant feedback.'</i> <i>'The children love having the answers available to mark their own work'.</i></p> <p>I will be carrying out pupil conferencing this Friday and next Friday so I may be able to share this in the meeting. I haven't been able to do this any earlier as the project needed time to run.</p> <p>From Dan (and the same question from Ian for number 4):</p> <p>Marking on the move:</p> <p>1. Just for my own background / understanding, could you tell me how long is a typical lesson and how long can the children typically maintain their concentration?</p>	

A typical maths lesson is 50mins. The structure of this lesson then depends on the age of the children. An ideal maths lesson is 'chunked' - so the children may have an input on the teacher-do their 6 automaticity questions (self-marked/teacher marked). Then they may all stop and look at the reasoning and problem solving etc. So there should be a good balance of teacher input, pupil time, partner time.

2. Given that it seems to have been so positively received so far, are their plans to implement this in other subjects?

I am already trialling this in English although it is a bit trickier- I will explain in the meeting how this works.

3. Is the marking just done by the teacher or do all the staff in the room do it?

So far this has just been completed by the teacher. However, there are plans to roll this out to support staff- training will be needed and answers will need to be prepared in advance for them.

4. The comments are very positive - have there been any negatives / concerns?

I have not had any negative comments so far. However, teachers need to be very prepared to do this well- ensure answers for the questions are readily available for the children. In a school we went to visit they have a 'marking station' in every room, even YR (reception), where the children go to get answer to self-mark. From my perspective, I ran round when I first tried this and felt that although I had marked work with every child, I had run a marathon! It is not possible to mark every child's book in the lesson and this is why it is crucial that we build an ethos of reflection, peer and self-marking.

EM then invited questions from governors during and following the presentation:

CC: Will this form part of 'Wellbeing'?

EM: Yes, it's something we will do as part of TPAT (The Park Academies Trust).

CC observed that as part of the More Able Focus Day on the 3rd July governors had observed the More Able children self-editing, self-marking, peer editing & peer marking.

DB: Do you risk trading off time saved on marking time for preparation time?

EM: It's something we've been looking at but marking time after school is lost time.

GC: The school in Portishead you visited, how is it working there?

EM: Support Staff are helping with marking.

CC: What about the Learning Journals?

EM: Both teachers and support staff will use the same journal as would Job Share staff

FC: As an observation, this is excellent in that it is working smarter not harder, I can see this as benefiting the less able especially in English lessons.

CC: On the Focus Day we observed the less able using the ideas from the More Able.

NDW: In a busy lesson, how would you manage the journal?

EM: The teaching assistant will fill in the journal.

VR: Can lower ability children self-mark?

EM: Yes, we would give them one task at a time for example to check capital letters after full stops.

MS: Will the journals help during assessments?

EM: Yes, we will ask teachers to bring journals to meetings, they could be used to evidence that a pupil is secure in a particular subject for example.

	<p>As there were no further questions, The Chair extended his thanks to Emily on behalf of the Board. EM left the meeting</p> <p>Action: Clerk to post 'Marking On The Move' presentation to Governor Hub.</p>												
2	Opening												
2.1	<p>Review Outstanding Actions:</p> <p>There were three outstanding actions carried forward from the previous meeting on the 21st May:</p> <table border="1" data-bbox="536 512 1428 929"> <thead> <tr> <th data-bbox="536 512 981 555">Action:</th> <th data-bbox="981 512 1198 555">By whom</th> <th data-bbox="1198 512 1428 555">Completed</th> </tr> </thead> <tbody> <tr> <td data-bbox="536 555 981 680">Chair/Head to invite Kathy Clarke to discuss Board's role in progressing lower ability children.</td> <td data-bbox="981 555 1198 680">Chair/Head</td> <td data-bbox="1198 555 1428 680">Defer till Autumn 2019</td> </tr> <tr> <td data-bbox="536 680 981 844">Governors to read the Science section of Mangala's presentation on Governor Hub and submit questions if required.</td> <td data-bbox="981 680 1198 844">All</td> <td data-bbox="1198 680 1428 844">09/07</td> </tr> <tr> <td data-bbox="536 844 981 929">Chair to arrange 1:1's with governors post- academisation.</td> <td data-bbox="981 844 1198 929">IB</td> <td data-bbox="1198 844 1428 929">Ongoing</td> </tr> </tbody> </table>	Action:	By whom	Completed	Chair/Head to invite Kathy Clarke to discuss Board's role in progressing lower ability children.	Chair/Head	Defer till Autumn 2019	Governors to read the Science section of Mangala's presentation on Governor Hub and submit questions if required.	All	09/07	Chair to arrange 1:1's with governors post- academisation.	IB	Ongoing
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2.2	<p>Apologies and Declarations of Interest:</p> <p>There were no apologies (all governors present) There were no declarations or conflicts of interest in any agenda items.</p> <p>Update on Academisation:</p> <p>FC & RS explained to the board that an agreement on the SRP's (Special Resource Provision) has now been reached with SBC. It's now hoped that academisation will take place on the 1st August. CC asked if this was an issue because it was the school holidays but FC explained that a letter would be sent to all parents informing them. As a result, FC & IB suggested that the election of Chair & Vice Chair would be deferred until the September meeting if the school has not academised by then. Action: Hold Chair & Vice Chair election in September if school has not academised</p>												
2.3	<p>Notification of Items of AOB:</p> <p>There were no items for AOB.</p>												
2.4	<p>Adoption of previous meetings Minutes:</p> <p>The Chair invited adoption of the Minutes from the previous FGB meeting on 21st May 2019. FC proposed the Minutes as an accurate record of the meeting, this was seconded by VR. The Minutes were signed by the Chair. The Chair invited adoption of the Minutes from the Extraordinary Accounts Authorisation Meeting on 28th June 2019. FC proposed the Minutes as an</p>												

		accurate record of the meeting, this was seconded by VR. The Minutes were signed by the Chair (FC) and by JR.
3	Performance, Standards & Behaviour	
3.1		<p>Head Teacher's Report:</p> <p>The Chair thanked the Head for her reports. Governors were invited to submit questions to the Head in advance of the meeting. The responses were posted to Governor Hub ahead of the meeting and are posted below.</p> <p>From Nicole: Thanks for your questions:</p> <p>Are the wellbeing staff meetings related to the wellbeing of staff or pupils? What will these entail?</p> <p>These are for staff and will be explained on the TD in September. They will not be compulsory but will give staff the opportunity to sit with a member of SLT (of their choice). The conversation will not be recorded and will be completely confidential unless of course there are serious concerns about health etc.</p> <p>Does the new staff induction include Dyslexia Friendly guidance?</p> <p>The initial induction does not include this. This is a very basic induction of what you need to know from day 1. Obviously there are many things a new member of staff needs to know and it would be expected that various managers/subject leaders spend some time with them at some point early after their start date.</p> <p>From Dan: Thanks for your questions:</p> <p>1. On the well-being meeting structure, have all the staff given their input? We took the structure from some research from the Education Endowment Foundation. The structure will be explained in September and staff feedback is of course welcome. We are always open to changes and tweaking formats, especially when something is new.</p> <p>2. On the SIP maths visit was there any initial feedback / thoughts on the marking on the move project? Only that lots of schools are now doing this in one form or another. This is why we have taken time to visit other schools. We think we have taken the best ideas from things we have seen elsewhere and put this together. A small group of teachers have been trialling this this term and initial feedback is very positive. Again, if we decide to take this forward, I'm sure the process will evolve over time as teachers discover more efficient ways of working that they can share.</p> <p>3. On the attendance, do you think the reduction in the number of unauthorised absences from term 2 (48) and 3 (41) to term 4 (18) and 5 (21)</p>

		<p>is a result of concern letters or are their other factors like seasonal weather etc. involved?</p> <p>I have been consistent with my approach to attendance and sending letters so I can only think that other factors are at play. I am sure there will be a rise in term 6 judging by the number of requests coming through in recent weeks.</p> <p>4. And following from q 3, is this the normal pattern of U's you would expect to see?</p> <p>Yes.</p> <p>From Ian: Thanks for your question:</p> <p>With attendance do we know how many children have a number below 90%.</p> <p>Yes, we always run a list of these children. Last term it was 31 pupils but 10 of these are pre compulsory school age (under 5).</p> <p>There were no further questions. RS added that there was one more staffing matter, there had been a resignation of a Part Time Teaching Assistant in Forest Class.</p>
3.2		<p>Finance:</p> <p>JP confirmed that following the Accounts Authorisation Meeting on the 28th June and the signing off of the budget it has now been sent off to SBC, adding that there's not been any feedback from them yet. JP added that she is continuing to work as normal but if the academisation happens on August 1st the new budget will then work from Aug to September. JP extended her thanks again to all who attended the June 28th meeting.</p>
3.3		<p>Raising Standards/SDP:</p> <p>End of Phase Data summary (document):</p> <p>Looking at the Headlines, RS explained that there has been great progress from the starting point. New reception looks promising GLD (good level of development) is just below the national average but with the school's level of SEND that's where RS would have expected it to be adding that it is close to Swindon's GLD. KS1 – as expected, all green which is great. Greater Depth – Higher in everything Year 1 Phonics – From the starting point it's a good result.</p> <p>KS2 – 2019 Figures:</p> <p>All green, with Greater Depth all green. RS added that there are no progress measures yet, that will come in September but she is hopeful that progress scores should be good.</p> <p>FC congratulated the Head adding that all staff should be thanked for their excellent work.</p> <p>VR: Were those results expected?</p>

		<p>RS: We had hoped for it, Year 6 have been told they have good scores, the news has also been shared with Clive Zimmerman (TPAT Executive Principal) who is very pleased.</p> <p>VR: Were there any surprises with the results? RS: SEN & Pupil Premium have done well, eventually we'll get data on that. JL: In KS2 12 out of 14 made the expected grade. Pupil Premium results also look promising and the school should not dip below the National Average.</p> <p>VR: Is there anything in particular you can attribute that to? RS: A good cohort. JL: The team did really well. They were analytical and filled in the knowledge gaps. There was lots of intervention. The teaching assistants have been outstanding, without narrowing the curriculum either.</p> <p>FC: Could best practice be deployed to other primaries? RS: Absolutely.</p>
	3.4	<p>Policy Changes:</p> <p>The Head advised that there were no policy changes</p>
4	Support	
	4.1	<p>Ofsted Update: Presentation: Inspecting The Curriculum</p> <p>Having advised the Board that there was a new Ofsted Inspection Framework at the meeting on May 21st. RS explained that there would now be more focus on the curriculum. RS explained that there are 3 main aspects:</p> <p>Intent Implementation Impact</p> <p>RS continued that the school can expect an inspection every 4 years but a call can come in between if there are areas of concern such as data, safeguarding or concerns around the curriculum. Also new is the 90-minute call with the inspector the day before where the main lines of enquiry would be agreed.</p> <p>RS continued that there will a focus on acquisition of knowledge and there would be discussions with pupils & staff.</p> <p>RS explained that in September the school will be doing a lot of work on the curriculum and that there will be a TD day focussing on this</p> <p>CC: What about the role of governors? RS: Governors will need to know the 'Three I's'. RS added that she will arrange training for governors. An inspection should be 3 years from September 2019 unless there's a red flag.</p> <p>RS added that there's a consistent format being worked on for Implementation and maps being created for guidance. On the website each curriculum subject will have its own page with links, the layout will be nice & clear.</p>

	<p>As part of the TD day workshop the school will look at 'What Makes Us Different?' this could include things like BLP, trips & dressing up. This will be brainstormed with staff and threaded into the map.</p> <p>There will be a curriculum statement for the website this will include the 'Three I's'.</p>
4.2	<p>Link Governor Update:</p> <p>Both JR & CC had uploaded Link Governor updates to the Hub on their respective Link Governor areas, Literacy & SEND, due to time constraints governors were asked to read this and submit questions if they had any.</p> <p>Confirm Link Governor Roles:</p> <p>IB explained to the Board that post- academisation the Link Governor roles may take a different focus and that there may be a new approach to working. It was agreed that the roles would be confirmed in September taking the new School development plan (SDP) & Scheme of Delegation into account.</p> <p>Action: Agree Link Governor Roles at September 24th meeting 2019</p>
4.3	<p>Governor Training & Feedback:</p> <p>IB encouraged governors to undertake the Governor Support training opportunities when they could, reminding the Board that this does also benefit the whole school.</p>
4.4	<p>Admin:</p> <p>Declaration of Interest Forms:</p> <p>Declaration of Interest Forms were handed out.</p> <p>Action: Governors to return declaration of interest forms at the meeting on Sept 24th</p> <p>Sign Up Sheets:</p> <p>The clerk reminded governors to read the Code of Conduct (and Keeping Children Safe in Education) for the September meeting as there will be sign-up sheets as usual.</p> <p>Action: Governors to read the Code of Conduct (& Keeping Children Safe in Education) for Sept 24th</p> <p>Focus Day Dates:</p> <p>The 3 Focus Days on the agenda have subsequently changed. RS will notify the Clerk of 3 new dates.</p> <p>Action: RS to inform Clerk of new Focus Day dates. Clerk to inform governors</p> <p>Contact List:</p> <p>The governors filled in phone numbers for the Clerk's contact list.</p> <p>Presentation Themes:</p> <p>Presentation Themes will be agreed once the SDP is ready</p>

		<p>Action: Agree presentation themes once SDP ready</p> <p>New NGA Website:</p> <p>Some governors are not receiving the NGA Friday email and/or have not received instructions on how to logon to the new website.</p> <p>Action: Clerk to forward instructions to governors on how to contact NGA ref: New Website.</p>
5	AOB & Any Other Points	
	5.1	<p>AOB:</p> <p>Feedback Governor Recruitment Flyer:</p> <p>The recruitment flyer had been posted to the hub in the meeting folder for governors to see. IB stressed that the focus is very much on governor retention but we do have 3 vacancies as a maintained school (2 as a LAB). DB suggested that the Chair could perhaps give a brief talk at the Reception induction meeting. VR suggested governor recruitment flyers could be handed out at events such as Parents' Evening. The flyer will be handed out at the new parents' picnic on the 15th July.</p>
	5.2	<p>Other Points:</p> <p>Discuss continuation of Governor Hub subscription:</p> <p>JP confirmed that the Governor Hub subscription is paid for until April 2020. Governors have been allocated a TPAT email address and once academised, will need to logon to the TPAT shared drive to access emails. The Clerk will need to also upload all governor documentation to the shared drive as well as the Hub. The Clerk suggested that someone from TPAT IT support attends a meeting to show governors how to logon to the shared drive. RS suggested that an instruction sheet could be a possible alternative. It was generally felt by Governors that Governor Hub was a useful tool as well as being user friendly. The cost for a single maintained school is very small but as a Multi Academy Trust becomes expensive. There was a general consensus amongst the governors that as Governor Hub is paid for until April 2020, the Board reviews the situation following academisation on the time element involved by the Clerk duplicating documents on both systems and a comparison can then be made.</p>
	5.3	<p>Date of Next Meeting:</p> <p>24th September 2019 - 6pm</p>

The Meeting concluded at 7:45 pm

Full Governor Board Meeting Dates 2019/20
24 th September 2019 @ 18:00
19 th November 2019 @ 18:00
28 th January 2020 @ 18:00
10 th March 2020 @ 18:00
19 th May 2020 @ 18:00
14 th July 2020 @ 18:00
Focus Days (AM only)
21 st November 2019 @ 08:45
26 th February 2020 @ 08:45
2 nd July 2020 @ 08:45

Action:	By whom	Completed
Chair/Head to invite Kathy Clarke to discuss Board's role in progressing lower ability children.	Chair/Head	Defer till Autumn 2019
Chair to arrange 1:1's with governors post- academisation.	IB	Ongoing
Clerk to post 'Marking On The Move' presentation to Governor Hub.	EM	10/07
Hold Chair & Vice Chair election in September if school has not academised	IB/FC	Academisation took place 01/08/19
Agree Link Governor Roles at September 24 th meeting 2019	IB	Ongoing
Governors to return declaration of interest forms at the meeting on Sept 24 th		Ongoing
Governors to read the Code of Conduct (& Keeping Children Safe in Education) for Sept 24 th		Completed 24/09
RS to inform Clerk of new Focus Day dates. Clerk to inform governors	RS & Clerk	11/07
Agree presentation themes once SDP ready		Ongoing
Clerk to forward instructions to governors on how to contact NGA ref: New website.	Clerk	11/07

Signed:	Print:
	Signature:
Date:	