

**Minutes of Red Oaks Primary School
Full Governing Board Meeting**

**Tuesday 12th February 2019
18:00 – 20:00**



Present:	<p>Dan Blagg (DB) Ian Burgess (IB) Fred Child (Chair) (FC) Gillian Cullen (GC) Nicole Deacon Willis (NDW) James Lee (Deputy Head Teacher) (JL) Emma Maddison (Clerk to Governors) Jackie Peterson (JP) John Robinson (JR) Vice Chair Victoria Robinson (VR) Rachel Surch (Head Teacher) (RS)</p> <p>Helen Gerrard (HG) - Presentation <i>Emily Maxfield (EM) observing as part of her NPQH programme.</i></p>
-----------------	--

1.	<p>Presentation: Mathematics at Red Oaks Primary School - with Helen Gerrard:</p> <p>There were no questions to Helen from governors. The Chair extended his thanks to Helen on behalf of the Board. Governors were asked to look at the presentation again before the Focus Day on March 6th Action: Clerk to post Maths presentation to Hub.</p>
2.	<p>Apologies and Declaration of Interest in any Agenda Item:</p> <p>Apologies were received and accepted from Mangala Sekhar & Craig Clements. There were no declarations of interest in any agenda item. The Chair welcomed new Governor Gillian Cullen to the meeting.</p>
3.	<p>Notification of Items for AOB:</p> <p>The Clerk confirmed that items had been submitted in advance of the meeting for AOB:</p> <ul style="list-style-type: none"> • Flexible Working Application • Governor Support Subscription • Mentor for Gillian

	<ul style="list-style-type: none"> • Presentation Emily Maxfield • Information on next Focus Day - 6th March • Parents' Eve rota - 3rd & 4th April • Meeting 2nd April 5:30
4.	<p>Adoption of Minutes:</p> <p>The Chair invited adoption of the Minutes from the FGB on the 18th December 2018 and the Raising Standards Meeting on October 11th. These were accepted as an accurate record of the meetings and were signed by FC and IB respectively.</p>
5.	<p>Outstanding Actions:</p> <p>The following actions were outstanding from the meeting on 12th December 2018:</p> <p><i>Chair and Clerk to update Board on Parent Governor recruitment.</i></p> <p>The Board were advised that due to the second parent governor candidate withdrawing her application it was agreed that Dan Blagg be approached to see if he would like to nominate himself to the parent governor position. Dan meets all the criteria for this post. Following Dan's agreement a vote via Governor Hub was taken which was unanimously in favour. This now leaves 3 vacancies for co-opted governors to be filled.</p> <p><i>Appoint Link Governor for Wellbeing at 12th Feb meeting:</i></p> <p>The Head advised the Board as to what the commitment on this would be and following interest from two governors, Dan Blagg was appointed.</p> <p><i>Chair to arrange 1:1's with governors:</i></p> <p>This has been deferred until after academisation takes place on 1st April</p> <p>Action: <i>Chair to arrange Governor 1:1's</i></p>
6.	<p>Head Teacher's Report:</p> <p>The Chair reminded the Board of the importance of Governors asking questions, explaining that Challenge needs to be seen. Governors were invited to submit questions to Rachel in advance of the meeting, these were posted to Governor Hub and are attached below:</p> <p>From the Chair:</p> <p>Good comprehensive report, thank you.</p> <p>Just one observation on the attendance figures you presented, are there any national averages to compare with based on the same breakdown as yours?</p> <p><i>No national figures but attendance 95%+ is good.</i></p>

In your Ofsted/DfE/LA updates. Will these changes be reflected, in time, within your *Governors Ofsted update document*, where applicable/ necessary?

Yes - we will have to wait until the new framework is confirmed in September though.

From Dan:

Can I ask the following questions please - where does the school stand on the attendance of pupils legally? Is there anything than can be done, or is it simply refer to the local authority? Do parents have a legal requirement to send their children to school?

Attendance at 95% is considered good. Attendance below 90%, we can contact the Education Welfare regarding individuals. We generally only do this if we spot patterns in non -attendance or if we haven't been given a valid reason or if attendance is really poor.

Attendance is non- compulsory under the age of 5 but if it is poor, I will have conversations with parents as routines are important for children. Parents after the age of 5 do have a legal requirement to send their children to school unless they have elected to home school. If children do not attend regularly, the parents risk prosecution.

From Gillian:

I don't know the background, so apologies, but what is the impact on the school with regards to the move of the Hearing Team to Dorcan?

The impact for the Deaf children will be minimal as those who have visits from an advisory Teacher of the Deaf in the Hearing Support Team, will still receive these visits. There will be a small financial hit for the school that will be explained during the meeting. This is because the HST paid into some of the central services such as phones, photocopying, admin time etc.

There were no further questions at the meeting on the Heads' Report.

Attendance:

The Head added that with regard to attendance patterns she would also now be recording that by year group as well.

Vacancies:

The Head confirmed that the CSW (Communication Support Worker) vacancy is still ongoing.

	<p>A leave request was discussed by the Board.</p>
<p>7.</p>	<p>Finance:</p> <p><i>Documents: Finance Report, Budget Totals at June 2018 & FMS Governor Report January 2019</i></p> <p>The Business Manager (JP) advised the Board that Finance is currently up to date, adding that in her absence Neil from FS4S had put the payroll and budget onto FMS. He will also help with Year End.</p> <p>JP continued that she had met with Deputy Head James to discuss Pupil Premium as the school will receive money quarterly in arrears once the school academises.</p> <p>JP continued that she has also met with Lin Baker who is responsible for the overall budget for TPAT adding that the budget operates differently at Abbey Park.</p> <p>Governors' Report:</p> <p>Absence Insurance: looking at Income JP advised that there have been some claims on this that were not expected.</p> <p>Early Years is now only 1 session instead of 2 so this will be down.</p> <p>A change in Nursery has meant a redundancy and therefore an extra cost.</p> <p>PFI costs: The school has taken ownership of the Blue Building since January. PFI will reimburse the school with £1900 per month & Sodexo will continue to maintain it and invoice Red Oaks directly.</p> <p>Now HST (Hearing Support Team) have moved, the room is now a SEN room and more furniture has been bought for this. The BSL money however is ring fenced.</p> <p>ICT: There's been a refund from White Horse and TPAT now invoice the school for this service.</p> <p>JP invited questions.</p> <p>FC: Have we received the lump sum from SBC for the Blue Building?</p> <p>RS advised that approximately £52k of work needs to be done but added that it could probably come in at a cost of £40k if undertaken by the same contractor. This work would be done during school holidays.</p> <p>Schools Forum: RS advised that 0.5% of the mainstream budget went to higher needs last year to help fund it. As the Local Authority has been given money to cover this it was decided by Schools Forum that the 0.5% would remain in mainstream budgets this year.</p> <p>JP advised that the picture is good with the changes to HR and HST leaving.</p>

	<p>Hearing Support Team: RS confirmed to the Board that HST have now moved to Dorcan Academy, a decision made by SBC as they believed it could be hosted there at a more cost effective rate.</p> <p>Absence Insurance: In advance of the meeting JP had posted Absence Insurance quotes to the Hub for Governors to read. JP advised that this insurance is costly amounting to approximately £20k covering the teachers, School Business Manager, 3 Teaching Assistants and maternity leave. JP advised that Abbey Park & Lydiard Park do not have Absence Insurance so she is considering whether the school should continue with it. The governors discussed this and it was suggested that the money would be kept as a reserve and possibly ring fenced to pay for any cover required for absences.</p> <p>The Chair then proposed that the school ceases to buy Absence Insurance Vote: all governors were in favour.</p> <p>The Chair extended his thanks on behalf of the board to JP for her hard work and continued dedication over the last year</p>
8.	<p>Raising Standards:</p> <p>The SDP term 2 update had been uploaded to the Hub and Governors were invited to submit questions to Rachel in advance of the meeting, these were posted to Governor Hub and are attached below:</p> <p>From Ian:</p> <p>Thanks for your questions, I will do my best to answer.</p> <p>1. Under priority 1 Why has the calculation policy not yet been shared with the staff? <i>There are not many changes to this and we haven't had any gaps in our staff meeting time so we have had to prioritise. It will be shared again ASAP.</i></p> <p>It appears that termly data gap analysis has not yet started. I thought we might have seen some evidence of this in term 1 to term 2? <i>This has started and is on-going. Sorry, this was colour coded incorrectly.</i></p> <p>2. Under priority 3 The term 2 milestone indicates that you would be aware of what the proposed structure would be. Has a decision been reached and if not when is the expected date?</p>

For funding purposes, we would prefer to have 26 children at 30 hours in Nursery. If this is not possible due to uptake, a mixture of part timers and 30 hours pupils would be our second choice. Until April/May when applications are all in and we can look at parental preferences, we won't be able to make a decision on how we will set up for next year.

From Fred:

T2 data:

First observation in P1.1 & 1.2 'Reason'. Can a one-time key be created for all the abbreviations such as MTP's, IEP, AfL, and all others likely to be used until all governors are aware of the abbreviations having a key / index will assist in understanding the text?

Certainly, I will produce a separate document to issue.

1.1. Is there an issue with staff adopting to different teaching models, not sure I have heard of Moonwalk & Ninja before or just not recognised it? Is this a departure from the Singapore method which I thought was being followed?

Moonwalk and Ninja maths are additional 5 minute interventions. We have given them these names but really these are just quick burst additional maths sessions throughout the day. Ninja maths is done first thing in the morning as the children come in and is aimed at getting children fluent in the four operations and rehearsing these regularly. The Moonwalk maths is an 'over learning' session during the afternoon whereby children revisit previously taught concepts to firmly embed these. The Singapore bar model is just one method of teaching some of the mathematical concepts but cannot be used to teach everything. The bar model is part of a 'tool kit' of models and images that teachers may use to teach particular concepts. It is still used frequently where appropriate.

1.2 & 1.3. Is there a case of overloading staff with yet another maths package? What is the purpose behind the MoD package and what is it trying to achieve? In what area of key stage is it focused on?

MoD is a series of ready planned maths lessons which are also physically active. The purpose is to encourage cross-curricular maths, increase enjoyment and fitness simultaneously. There is only one lesson per unit to be taught and both the children and staff are thoroughly enjoying these. We don't have any 'packages' as such at Red Oaks, we teach from a series of prescribed objectives that are carefully plotted. Any materials, initiatives or ideas we buy into are as a bank of materials and resources to supplement teaching.

1.4. I appreciate that this objective is and will be difficult to achieve as history shows that parents do not engage with these type of events in any great number. This I recognise is outside of your control.

Yes, we realise that offering the opportunity to visit classrooms after the

workshop often encourages parents to come in.

Insert attainment tables?

Now inserted

P2. 2.2. Are these elements really measurable if it is going to be over a 2-3 year period before benefits are seen? Are these actions too high or do they need to be changed to reflect more achievable outcomes?

The actions in conjunction with Abbey Park (AP) have separate subject action plans which are being regularly reviewed. This is a constantly evolving picture as we learn more about each other's curriculum. The specific actions on the SDP are appropriate but cannot be implemented until we understand the curriculums and where/how joint working will be best.

2.2. This appears to be dragging a bit as the very first element is not yet green and we are now in term 3! What other reasons are there for this delay in implementing?

We have had conversations about how best to implement this but the answer is simply that we haven't had time to develop this idea fully yet. We will get there but we have prioritised other actions.

2.3. Do you anticipate a change following T4 assessment on progress bearing in mind the current amber state?

I believe this is something that we are actually doing very well. There is evidence through books, planning and progress meetings that these things are embedding well. We have chosen amber as this is on-going.

2.1 - 2.4. Is there enough being done to ensure that our disadvantaged pupils are not overlooked throughout P2? What evidence is there to show inclusion as these groups of pupils still need to be compared to a national average?

Disadvantaged children are tracked and monitored as a separate group and the data is tracked termly alongside non-disadvantaged as you will know from the data summary. All pupil premium children also have their own individualised costings sheet to evidence how their money is spent. Teachers have intervention timetables and TAs delivering interventions record that these happen. During progress meetings, PP (Pupil Premium) children are discussed and any new or additional interventions, strategies or resources are agreed.

P3. 3.2. What feedback is there on interest following the Christmas Fayre?

To date, we have 39 applications but the closing date is not until the middle of March. We will give the promotion a final push. Once applications have closed, we can look at the possibilities depending on what parents have selected. We can't make any decisions before this. It will mean looking at a variety of costing models and staffing and daily operational procedures, no quick answers here I'm afraid!

P4 4.2. I was under the impression that Peer Massage was already being practiced in school for several years? Why is this in the red?
Sorry, should be amber (now changed). Yes, this has been in school for a while but needs another push as it sometimes drops off the agenda with so much else going on!

P5. 5.3. I understand the input and creation of this process and documentation however, what specific problems, barriers are you experiencing here?

There has been some progress made on this but time has been an issue as we have had several long-term sickness issues with support staff which has meant we are short staffed at times. This means there is no one available to develop it as quickly as we like. Don't worry, it is on the radar!

From Nicole:

What is the current plan for 2019-20 Nursery?

We cannot make a decision on this until we have the applications in (deadline mid -March). James and I have dates in the diary to sit and look at the possibilities following this.

What are the plans for implementing mental health care for teaching staff - is this included in the policy?

There will be two separate policies, one for children and one around staff well-being which will be a trust policy. This is currently in process and Governors will be kept in the loop.

From Dan:

Can an additional column be added to show the RAG status of an action at the previous point this was shared with Governors in order to be able to see progress?

On the spreadsheet document, there are tabs across the bottom that show previous status. However, as end of term 2 was the first review point, the previous status will have all been red.

On 1.1, one of the expected impacts is increased knowledge and skill of teachers - how is this being achieved as none of the actions appear to be targeting this?

Actions 3,4 and 5 under 1.1 will have a direct positive (hopefully) impact on attainment and progress.

On 1.4, as a feedback comment, my son is enormously motivated by Timetable Rockstars, and loves to show us what he has been doing on Class Dojo. One observation on Class Dojo would be that it appears that the

	<p>same group of parents frequently like class postings, which suggests that any further promotion should be targeted at parents not interacting with it.</p> <p>Thank you for your feedback. We have an open morning on Dojo this week and we hope to have lots of parents attending. Unfortunately it is often parents who we need to target who do not attend. Personal conversations can and are held with targeted parents but engagement isn't something we can force.</p> <p>Question on the SEF (issued 24/01/19) from Fred:</p> <p>4. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT</p> <p>There are four blank areas for reasons why 'not outstanding'. Was this intentional?</p> <p>There are not always an equal number of reasons on both sides of the table which therefore creates gaps</p> <p>The Head thanked governors for their questions adding a reminder about the Data Presentation on the 6th March as part of the Focus Day. RS emphasised the importance of understanding data as this is where the key challenges come from.</p> <p>Looking at the Headlines on data RS continued that both Years 5 & 6 look good but it's at the bottom end where the challenges are greater</p> <p>Action: RS and GC to arrange mutually convenient time to go over 'Understanding Data'</p> <p>IB asked the Head if the 'Attainment and Progress Priorities' document could be presented with more specific bullet points as he felt it lacked clarity. IB added that he felt this was a useful document for Link Governors.</p>
9.	<p>Update - Deputy Head's Role:</p> <p>With Mrs Taylor the DSL (Designated Safeguarding Lead) now returned from maternity leave, the Deputy Head (JL) clarified what his role will now involve.</p> <p>JL confirmed that he would be working with Martyn Cowell to redevelop the curriculum with a view to having a more holistic offer. This would include a wider offer to include Residential and Values.</p> <p>In response to a question from FC, JL added this would help to build confidence and would also help bridge the Year 6 - 7 transition gap.</p> <p>JL also hopes to be the lead for drama and will work with different year groups as well as CPD.</p> <p>JL continued that he would be focusing on Foundation Stage and is hoping</p>

	<p>to work more closely with Kathy Clarke (SENCO) and look at Early Intervention both on Pupil Premium and also visiting more of the new intake, especially those from other pre - schools (currently Red Oaks has more than 10-14 nurseries feeding in). It is hoped that this will help ease induction.</p> <p>JL also hopes to be more visible with English & Maths as well as undertaking Learning Walks.</p> <p>JL will continue to provide Safeguarding support one day a week to Mrs Taylor and recently delivered Safeguarding Training to governors.</p>
10.	<p>Policies:</p> <p>Both policies were uploaded to Governor Hub for governors to review in advance of the meeting:</p> <p>SEND Policy 2019 - Vote: Governors approved Privacy Notice - Vote : Governors approved. <i>This involves a small amendment to keep the Clerks personal data for 7 years as well as creating an Academy version of the policy for after 1st April.</i></p>
11.	<p>Ofsted/DfE:</p> <p>Further to the meeting on 18th December there were no further questions to the Head on</p> <p><i>'Governor Staff Preparation for Ofsted 2018/19'</i></p>
12.	<p>Other Significant Issues:</p> <p>TPAT related:</p> <p>It was confirmed by the Head and Chair that academisation will now go ahead on 1st April 2019. It was also confirmed that there is a possibility of Orchid Vale Primary School joining TPAT, all parents have received a letter to advise them of consultation.</p>
13.	<p>Link Governor Update:</p> <p>Presentation: Early Years Link Governor Visit – Vicki Robinson.</p> <p>Vicki delivered her Power Point Presentation and invited questions and comments from Governors.</p> <p>JL explained that a child must achieve GLD (Good Level of Development) in the core areas of ELG (Early Learning Goals). RS added that we are then compared nationally at the end of the year. RS continued that some</p>

	<p>children won't make GLD but advised that it does help if children have attended nursery at the school. Assessments are all observational so it can be subjective. JL added that there are children with complex and undiagnosed needs, and CP and Safeguarding issues all of which are barriers to learning.</p> <p>The Chair and the Board extended their thanks to Vicki for her well received presentation which will be shared on Governor Hub.</p> <p>IB confirmed that he will be Link Governor for Pupil Premium. Action: Clerk to post presentation to the Hub</p>
14.	<p>Governor Training:</p> <p>IB extended his thanks to JL for his In House Training Session on Safeguarding - Monday 11th Feb.</p> <p>Governors were also reminded of two rescheduled dates for In House Training: 1st March Early Years with JL - 11:00 29th March Pupil Premium with JL - 8:50</p> <p>The Board kindly congratulated the Clerk on completing the Clerk's Development Programme at the end of December.</p>
15.	<p>AOB:</p> <ul style="list-style-type: none"> • Flexible Working Application • Governor Support Subscription • Mentor for Gillian • Presentation Emily Maxfield • Information on next Focus Day - 6th March • Parents' Eve rota - 3rd & 4th April • Meeting 2nd April 5:30 <p>Confidential: Flexible Working Application.</p> <p>Governor Support Subscription:</p> <p>The Clerk uploaded details and costings to the Hub in advance of the meeting and a vote was taken as to whether to continue the subscription; Vote: All in favour</p> <p>Mentor for Gillian:</p>

	<p>IB offered to mentor Gillian.</p> <p>Presentation Emily Maxfield:</p> <p>As part of her NQPH programme EM advised the board that she would like to make a 10-15 minute presentation to governors and she would appreciate challenging questions on this in advance. The session will be audio recorded. A new LAB meeting date of Tuesday July 9th was agreed and this will be when Emily will present.</p> <p>Information on next Focus Day - Maths:</p> <p>9:00am - Classroom Observations 11:30am - Feedback with Helen & Rachel 1:00pm - Understanding Primary School Data & 3 Year Trends with Rachel</p> <p>Action: Clerk to email details out & Whole School Science Day reminder 21st March</p> <p>Parents' Eve Rota:</p> <p>Parents' Eve will be the 3rd & 4th April: Action: Clerk to arrange rota with governors RS advised that the Parents' Eve questionnaire is likely to be based around Values.</p> <p>Meeting 5:30 2nd April:</p> <p>An extra meeting was scheduled by FC to handover the Chairmanship to IB following academisation on April 1st. The meeting will last approximately half an hour. The 12th Feb Minutes will be signed.</p>
16.	<p>Date of next meeting:</p> <p>Full Governing Board: Tues 2nd April 17:30</p>

The meeting closed at: 20:16

Accepted:

Date:

Full Governor Board Meeting Dates 2018/19 On Site
25 th September 2018 @ 18:00
18 th December 2018 @ 18:00
12 th February 2018 @ 18:00
21 st May 2018 @ 18:00
9 th July @ 18:00
Focus Days
29 th November 2018 @ 10:30
6 th March 2019 @ 08:45
3 rd July 2019 @ 08:45

Action:	By whom	Completed
Clerk to post Helen's presentation to Hub	Clerk	15/02
Clerk to post Vicki's presentation to Hub	Clerk	15/02
Chair to arrange 1:1's with governors post-academisation	IB	Ongoing
RS & GC to arrange time for 'Understanding Data' session	RS & GC	21/05
Clerk to email 6/3 Focus Day details & Whole School Science Day 21/3 reminder to Governors. Get attendance	Clerk	15/02
Clerk to arrange rota for Parents' Eve	Clerk	01/04

