

**Governing Body Sub-committee
at Southwold School**

On Thursday 11th October 2018 at 5pm

DRAFT

Committee Members

Richard Allen (RA)	Noah Birksted-Breen (NBB)
Ian Rathbone (IR)	Victoria Crawford (VC)
Alberta Senyah (AS)	Stephen Hall (SH)
Lenna Marson (LM)	
Stephen O'Brien (SOB)	

Clerk: Anoushka Babapulle

1. Apologies /Consent for Absence

Ian Rathbone (IR) – Apologies sent

Noah Birksted-Breen (NBB) – Apologies sent

Document pack sent via post

2. Governing Body Organisation

2.1 Election of Chair & Vice Chair

Richard Allen nominated Chair by Stephen Hall (SH) – Unanimously Agreed.

Victoria Crawford (VC) nominated Vice Chair by SH – Unanimously Agreed.

2.2 Members

No changes

2.3 Declarations of interest in items on the agenda & register of pecuniary interests for 2017/2018

No declarations or changes

2.4 Acknowledgement of Terms of Reference (TOR)

No changes

2.5 Code of conduct

P.11-13 Noted as particularly helpful to Governors as identifies what 'Roles & Responsibilities' are when parents raise concerns for example as well as other things

2.6 Governing Body Annual Calendar

Governor visit morning at Southwold 16/10/18. Training afterwards.

Full Governing Body (FGB) meeting 24/01/19

(VC) queried whether Associate Governors (AG) attend Full Governing Body meeting

They do not typically but (AG) are welcome to observe

Next Subcommittee meeting 07/02/19

3. Agreements of minutes from previous meeting and actions

(SOB) Viridis website to promote teacher training and CPD offer is now live.

(RA) noted that school logo has now been changed

(LM) noted that the Anti Bullying Quality Mark has been attained

(SOB) Bronze level has been attained. Plan to go for Silver Summer 2019.

All actions from the previous minutes complete. Minutes agreed.

4. Headteacher's Report including:

4.1 Self-Evaluation

4.2 SIP Annual Report 2017-18

4.3 Feedback from Ofsted findings

Page 24: KS2 pupils performed significantly above national figures in Reading, Writing and Maths. KS1 pupils attained broadly in-line or above. In EYFS Good Level of Development (GLD) had 77% outcomes as opposed to national level of 72%.

Summer target was to achieve 60% 'outstanding' level Quality of Teaching and Learning (QTL). 47% has been achieved. This was due to changes in staffing. Still the proportion of good or better teaching was 100%.

(SOB) Ongoing target for this academic year to increase percentage of (QTL) to an Outstanding level

(RA) queried what would it need to look like to get Outstanding

Does not need to be all Outstanding to get an outstanding grade, has to be typically so. Current outcomes would not be being achieved without typically outstanding teaching within the school. Outcomes in books show this as seen during recent Ofsted inspection. Ofsted do not grade teachers anymore.

(RA) queried if notion of Outstanding teaching is an internal measure

Yes with looking at lesson observation, pastoral care, books, day to day practice and the progress students make throughout the year.

No changes in Leadership team. Three new teachers employed this year and two apprentice teachers. Apprentice teachers due to start teaching 50% of the timetable following October half term gradually building up to full time by Summer 2019.

Current focus on staff development regarding the new Maths curriculum and imbedding assessment in non-core subjects which had been raised by Ofsted.

Ongoing focus on raising the profile of pupil voice.

With regards to Behaviour & Safety there have been no exclusions and a dramatic reduction over time. (SOB) school noticeably more settled than at same point last year. Revised PHSCE & RE curriculum updated with focus on community and building a Southwold community identity

(RA) queried how does this work

Through PHSCE lessons and assemblies. Not only a community identity externally but a creating a Southwold community identity also. Forging an identity behind the new school logo.

Democracy day was on 10/10/18 where school and class counsellors were elected. Head boy and girl to be announced on 12/10/18 in assembly.

(RA) queried if they were in year six

They are currently in year 5 and keep their positions until the next Democracy Day

Pupil role was 382 when report was written has increased slightly to 387. Expectation from last meeting was to have 60 students in Reception. There are currently 55 students. This remains a positive picture in comparison to a local school that has started to vertically group an indication that the pupil role is falling.

(VC) made reference to the expectation it was going to be 60

Some families dropped out or moved out of Borough. (AS) noted that there have been a number of families moving into Hackney so the expectation is the pupil role will rise. (SOB) promotion of school on social media, local council and at local childrens centre.

(SOB) noted greater number of Middle class parents attending parent tours this year as opposed to last year. Made the point that they tend to talk to other friends where word of mouth also helps improve the community's image of the school.

Percentage of Free school meal (FSM) and Disadvantaged pupils

(AS) noted reduced number of (FSM) in Year 3 due to working parents. Where some of these pupils had Universal Free school meals in Year 2 they have lost this moving into Year 3. A drive to promote (FSM) is ongoing. Incentivised where if parents apply and are successful the school reward them with a £10 voucher.

(VC) queried if this was different from a (FSM)

All parents encouraged to complete a form to check eligibility to (FSM). Incentive used to encourage this.

Percentage of SEN children remains almost the same. Attendance percentage of 95.6% just below national average.

Page 24 Table 10 shows targets for Year 6 and Year 2 this academic year. Figures based on how well they were doing when leaving previous year group and further with year 2 how well they were doing on leaving Reception.

(RA) queried whether unauthorised absence figure of 3.7% was a normal figure

(AS) A lot of families had gone on holiday during term time. Holidays are not authorised during term time

(RA) further queried if this was unusually high

(AS) Yes. (SOB) An issue at the school is that, despite it not being authorised by the school, a lot of Eastern European families take an early holiday

(VC) queried what are the scores detailed in Table 10 and if they were KS1 & KS2 outcomes

Targets/outcomes for the Summer coming. KS2 at top and KS1 at bottom. (SH) Page 29 refers to breakdown of targets from the local authority as a comparison point. School ambitious with targets and normally exceed those.

Current Risks & Priorities:

(SOB) went through these. With reference to point 3 referred to Apprentice teachers as well as PGCE students on site. An advert is live for January however there are no current resignations for the end of term.

(VC) queried if there are any vacancies currently

No

Full Ofsted expected in the foreseeable future. (SOB) explained current Ofsted framework with regards to this.

School no longer grades itself on self evaluation rather it is an ongoing document used by school to see where it is at any given point during the year. It is a breakdown of all the things that are done well and used to develop targets. Page 26 section on 'Quality of teaching, learning & assessment' with reference to earlier discussion on (QTL) this relates to why school believe teaching is at least good if not better than good.

Page 27 SIP Annual Report 2017-18 is based on the three SIP visits the school had throughout the year. Based on the SIP report the school is graded as Outstanding. Caroline Tyson will continue to be the schools' SIP and this year there will be only two SIP visits due to the current outcomes of the school being strong.

(VC) queried whether the school chooses the SIP and how long they work with the school for

SIPs are allocated to the school by the local authority. We have had the same SIP for the last two years and again this year and the school intend to request a change of SIP for next academic year as this will benefit the school.

No feedback from Ofsted findings as school is waiting for the letter from Ofsted.

5. Headline data presented in comparison to National position

Data booklet given out by (SOB)

Comparison of the schools' within the Federation and their Key stage outcomes against National expectations. A consistent picture is seen across the three schools'. All three schools are above National expectations in terms of GLD. With regards to KS1 in-line or slightly above National and KS2 significantly above National. Majority of children are Secondary school ready when they leave.

Page 2 of booklet highlights three year trends. (SOB) noted the combined is 84% however a child has been dis-applied therefore this should rise to 86%.

(VC) queried why would you dis-apply a child is it due to SEN?

No. If a child is admitted after Summer of Year 5 where they are from a country where English is not a National language this child can be dis-applied. A child with SEN would not be dis-applied unless in a specialised setting.

Page 3 of booklet shows the percentage of pupils expected or exceeding. (SOB) noted with reference to the bar graph re: pupil premium children there is only a 6% difference between pupil premium and non pupil premium children in Early years. Throughout the booklet there is no significant difference between the attainment of pupil premium and non-pupil premium children.

(RA) noted that this is quite an extraordinary set of data as there is an expectation throughout the country of underperformance by pupil premium children.

6. Target Setting

Challenging targets all set above national average.

7. The School Development Plan: Key areas for improvement

Page 30. From table on the left regarding 'What Self Evaluation tells us' targets for the School Improvement plan have been created shown by the table on the right. (SOB) noted with reference to the section on 'Leadership & Management' there is a lot on recruitment and developing Leadership. Under 'Teaching Learning & Standards' ensuring majority of teaching is outstanding, continue to develop auracy, new Maths curriculum, assessment and non core subjects.

Ofsted inspector had drawn attention to the fact that topic books showed the knowledge students learning through amount of writing, however not necessarily evidence of the skills pupils are learning.

(SOB) School to focus on how skills pupils learn is evidenced in non-core subjects

(VC) queried what kind of skills do they (Ofsted) want

Skills and knowledge not necessarily evidenced in topic books for example due to nature of work produced via writing as opposed to a Science book where diagrams, photographs, charts and writing are evidence of the skills learnt.

Pupil voice to be further developed, target to improve the attendance of vulnerable groups and reduce fixed term exclusions. (SOB) noted point with regards to 'Outcomes for Pupils' Page 38 target is with a revised phonics provision to exceed 83% as figures had flitted between 81-83%

(VC) queried whether for phonics 81-83% was not good enough

Identified that many groups were being taken outside of the classroom to spaces where there was no added benefit of phonics resources such as class displays, key vocabulary and high frequency words being utilised in the experience for the student therefore phonics to be taught in class where teacher takes main set and TA has smaller group.

(RA) queried with regards to personal development & wellbeing if mental health of the students is an issue within our school and how this is reflected in the personal development and wellbeing of the school

Mental health and wellbeing has always been a focus within the Federation firstly with Kids Company and now Side Be-side offering therapeutic support to a number of children. Further this year there will be a focus on staff wellbeing and staff mental health. In the weekly staff inset this has been facilitated with a ten minute introduction session on staff wellbeing. These skills can therefore be also introduced into the classroom. Each site has a therapy room. (LM) noted that the therapist from Side

Be-side is very visible to the children being out in the playground and moving around the school. There are other systems also in place such as SENCO alert forms and referrals to CAMHS.

8. Impact statements for:

8.1 PPG

8.2 Sports Premium

Both statements had been updated in September. Our PPG students perform at the minimum in line with if not better nationally. The money is spent well which is accounted for in how it is distributed and the impact it has. PPG money is spent on for example horse-riding, school attendance officer and learning mentor support. Nearly half of our pupils are disadvantaged. Governors noted the content of the impact statement and planned expenditure.

Sports premium is from Olympic legacy money and the school has been given £19,000 to utilise on developing things that make a sustainable impact on the school. This is spent on our PE specialist who supports on all three sites and our cycling provision which was inherited and continues to be a success at the school.

9. Consideration of communication strategies with parents, website and yearly calendar of events

Page 47. Events throughout the year and CPD across the schools'. There has been a scale back on the number of one-off enrichment days in response to feedback from teachers. Core enrichment weeks remain in place. The school is keen to take any opportunity to increase parental engagement and typically parents are very supportive. This is seen with the attendance at the weekly coffee mornings and parent reading on Friday mornings in Nursery to year two. The school are increasingly using social media to reach out to parents and engage them with the events in the school. There is also an active PTA.

(RA) noted that this was fantastic as prior to the federation parental engagement was minimal

10. AOB

Meeting Finished: 6pm

11. Glossary of Common Terms

Will be updated with General Data Protection Regulation (GDPR) for the next meeting.

12. Accessing Modern Governor

No comments