

Thursday 22nd June 2017 at 6.30pm**Present:** Mark Whitehead (MW)

Linda Tansley (HT)

Poppy Bond (PB)

Chris Caswell (CC)

Simon Forder (SF)

Owen Gardner (OG)

Terry Genis (TG)

Gemma James-Moore (GJ-M)

Miles Le Voguer (MLv)

Jefferson Nwokeoma (JN)

Laura Ovenden (LO)

Roger Panter (RP)

Chair**Headteacher**

Arrived during Item 5

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Deputy Headteacher

Apologies: Lyndsey Todd (LynT)**In attendance:** Kieran Collins (KC)

Nicola Ward (NW)

Nick O' Shea (NO'S)

Alex Williams

Assistant Headteacher/ Maths Leader

Assistant Headteacher/ English Leader

Prospective Associate Member

Clerk

1.	Welcome and Apologies for Absence. The Chair opened the meeting at 6.35 pm and welcomed everyone. Apologies were received and accepted from Lyndsey Todd (childcare issues). There was a brief discussion about the possibility of moving FGB and committee meetings to Thursday evenings in 17/18. It was AGREED that this would be included on the July FGB agenda for discussion.	Action Clerk
2.	Declaration of Pecuniary Interests There were no declarations of pecuniary interest.	
3.	Minutes of the Meeting Held on 4 April 2017 Approval of the minutes of the FGB meeting of 23 May was carried over to 13 July FGB meeting.	
4.	Actions Arising Review of actions from previous FGB meetings was carried over to 13 July meeting.	
5.	Standards & Curriculum As part of governors' role in SIDP monitoring, Governors were given presentations by: <ul style="list-style-type: none"> Kieran Collins, Assistant Headteacher/Maths Leader, on Maths (SIDP 16/17 KAD1) Nicola Ward, Assistant Headteacher/English Leader, on Reading (SIDP 16/17 KAD3) A copy of the PowerPoint Presentation used by KC and NW has been uploaded to the school portal and shared with Governors following the meeting. Below is a summary of the key points made during the presentations which are not included in the PowerPoint presentation and a record of governor questions during the presentations. <u>Kieran Collins – Maths (SIDP 16/17 KAD1)</u> <ul style="list-style-type: none"> KC's key focus during 16/17 has been to create a culture of number and develop young mathematicians throughout the school <i>SF arrived at this point (6.50pm)</i> <ul style="list-style-type: none"> HT drew governors' attention to the fact that KC and NW have also played a key role in Y4 teaching in the Spring and Summer terms, in addition to being pivotal in the Y6 SATs 	

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Booster & Challenge teaching, and this has impacted on the time they have been able to dedicate to their KAD development work.

- Local cluster moderation has helped the school benchmark progress and generate new ideas to implement.

JN arrived at this point.

- Times Table scheme has played a key role in this KAD. KC introduced governors to the KS2 Times Table scheme and highlighted how motivating the bronze, silver and gold badges are for the children. Governors were also given the opportunity to take a sample Bronze test.
- There is also a similar system – the Sparkle Badges – for KS1. KC acknowledged that this system has not worked as well in KS1 and he will be working to develop it in 17/18.

Q: *Are these all times table tests?*

A: *No. The scheme covers all mental maths skills, including factors and fractions*

Q: *What about number bonds?*

A: *These are covered in KS1.*

- When looking at the slide on the results of the Times Table Scheme (slide 8), KC acknowledged that this new system would not be embedded in one year and that TH would continue to embed it in 17/18.
- Looking at the Domain Brick analysis table (slide 8), KC was pleased to inform governors that the top three scoring Domain Bricks (Place Value, Addition & Subtraction, Multiplication & Division) are linked to the Maths KAD for 16/17.

Q: *Are the majority of silver and gold badge winners high attainers?*

A: *Yes, however there are some pupils who are close to silver who aren't high attainers but who are great "number crunchers". Therefore, we are putting strategies in place to help them with their wider maths.*

The HT also added that there are some children who aren't high attainers who have really taken to the scheme.

In response to the statement regarding Pupil Voice (slide 9) – "20% of children said they had never been set homework on the computer":

Q: *Do you think that not every class has had maths homework on the computer because you haven't had the time to embed that?*

A: *Some classes alternate maths and English homework and some teachers set homework on sheets. We are trying to increase the amount of maths homework set on the computer.*

Q: *Do you plan to publicise the new scheme to parents?*

A: *A letter did go out to the whole school in October 2016 telling parents about the new scheme. We will promote it again to parents in the new school year.*

- KC highlighted to governors that the End of Key Stage Published Data (slide 24) is very positive.

Q: *Do you feel that SATS went well?*

A: *Yes*

- KC also shared Whole School Internal Data (slide 25) and drew governors' attention to the fact that by the end of 15/16, 71% of pupils were on target. At the last data capture point in 16/17, 70% of pupils are already on target and thus by the end of the year, indications are that last year's level will be exceeded and the SIDP target of 80% of children in all year groups will be met.

Q: *Are the milestones shown compound milestones?*

A: *Yes. Pedagogically, we are now building on past milestones.*

Q: *There seems to be a huge leap in progress between Milestone 2 and 3 in Y6. Is there a*

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reason why?

A: *It is linked to the increased amount of resource that is put in place to support Y6 between Milestone 2 and 3.*

- KC highlighted the figures in the Closing the Gaps – Boys table (slide 25) and acknowledged that there has been less success in closing the gaps between boys and girls in 16/17. This will be a focus for activity in 17/18.

Governors commended KC on his dedication and approach during 16/17.

Nicola Ward – Reading (SIDP 16/17 KAD3)

- Writing has been an important part of the TH SIDP for 8 years but in 2015/16 there was a change of focus to reading development with the introduction of RWI.
- This year, the SIDP 2016/17 looked to develop further reading skills through a review and revision to Guided Reading across the school. Additionally, as part of this KAD, SPAG and spelling have also been a focus.
- The introduction of this KAD has led to a massive change in Guided Reading, particularly regarding the planning format. Planning is much simpler now and includes key questions. NW shared with governors examples of new planning format and a sheet of types of questions (Question Stems) that teachers can use.
- School has also overhauled the way that Guided Reading is taught. TH has moved away from a carousel method to a whole class activity once a week for an hour. NW informed governors that the impact on the children has been very positive: it has been good for their confidence and has had a positive impact on outcomes. This change has, however, had a significant impact on resourcing as TH needs a class set of books for every text.

Q: *What happens if someone is struggling with the set text.*

A: *LSAs have been allocated to pupils who are struggling. Higher attainers are also paired with lower attainers during the reading session and activities are differentiated according to ability.*

- NW introduced governors to several different reading activities that have been introduced in 16/17: “fastest finger” and Read with ERIC. Governors were also given the opportunity to sample a “fastest finger” reading activity.
- NW’s intention is to write a Guided Reading Policy and ‘How to...’ guide for parents before the end of 16/17

Q: *Is there a ‘How to’ guide for parents for Maths?*

A: *There is a Calculation Policy.*

- NW also shared with governors an anonymised Lesson Observation Record to show how lesson observations are undertaken and feedback is given to staff.
- A staff governor noted that, regarding the new approach to Guided Reading, “from a position of very little confidence, I find that I am gaining in confidence.” The staff governor also noted that the children reading from one text has had a great impact. Children are really enjoying the Guided Reading sessions and these sessions have led to them becoming better writers.
- NW showed examples of work that have come from a Guided Reading text (slide 22), including a class assembly. The Chair, who attended that assembly, commented how confident the children were while performing their assembly.
- NW also shared Reading Whole School Internal Data (slide 28) and drew governors’ attention to the fact that by the end of 15/16, 76% of pupils were on target. At this point in 16/17 (Milestone 3), 73% of pupils are already on target.

Q: *I am struck by the fact that with Y4 pupils’ progress is behind target in both Reading and Maths.*

A: *As you know, there has been a great deal of turbulence in Y4 with regard to teaching provision and this has had an impact on progress.*

Q: *Do you believe that this will be green by the end of the year?*

A: Yes

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	<ul style="list-style-type: none"> The HT reiterated to governors the impact that a lack of consistent teaching by one teacher can have upon a group of primary aged children. The HT also advised governors to consider a Reading Governor for 17/18 who can support NW as OG has supported KC in Maths during 16/17. <p>Governors commended NW for her hard work and positive impact during 16/17.</p>	
6.	<p>SIDP Monitoring & Proposals for targets for 17/18 <u>Appointment of TLR3 role & foci</u> HT informed governors that, following the internal advertisement of the TLR 3 role focussing on the development of the use of the IRIS software to impact the quality of teaching and learning within TH, there were two applicants for the role. OG sat on the panel, along with HT and LO, for the interviews and presentations.</p> <p>Both applicants gave very strong presentations and presented good ideas of how to embed the use of the IRIS software within the school and their plans for its implementation to develop staff skills further. With approval from the Chair and OG, HT offered both applicants a TLR3 for one year fixed term at the same rate of £2000 per teacher. The HT advised governors that it has been costed. HT feels that with the school expansion and the increase in the number of classes, having 2 TLR3s concentrating on this work is justified.</p> <p>Q: Do their plans complement each other? A: Yes. We felt that as one of the applicants is in KS1 and the other in KS2 there was a strong rationale for having 2 TLR3s. This will give the school one teacher in each department who is focused on the use of the IRIS software as an improvement tool.</p> <p>Q: Will they do a joint plan? A: Yes</p> <p>Governors ENDORSED MW and OG's approval of the 2 TLR3s.</p> <p><u>Proposals for SIDP foci 2017/18</u> HT informed governors about the proposed SIDP key areas of development for 2017/18:</p> <ul style="list-style-type: none"> B – Boys' outcomes. HT advised governors that TH wanted to focus on boys' outcomes in 2017/18 due to the disparity in pupil outcomes. I – ICT. The current ICT curriculum is not fit for purpose and is therefore not able to be properly implemented. HT is proposing that this key area will focus on ICT and devising a programme to upskill staff so that they are able to teach ICT, and most especially the computing curriculum, more competently and confidently. B – Beyond. HT is proposing a greater focus on Higher Attainers. It is a key focus for OFSTED, particularly disadvantaged children who are high attainers. The school wants to develop opportunities and staff confidence in stretching high attainers and building their skills throughout their school careers. <p>Governors APPROVED the proposed SIDP key areas of development for 2017/18.</p> <p><i>KC and NW left the meeting at this point.</i></p>	
7.	<p>Policy & Procedure Review The draft Accessibility Plan for 2017-22 was circulated to governors prior to the meeting. OG, Chair of the Premises Committee, advised governors that the developments included in the Plan were the result of both the visit from the HCC DDA on 26/5 and input from the TH team.</p> <p>Governors accepted the recommendation of the Premises Committee and APPROVED the new Accessibility Plan for 2017-22 for publication.</p>	
8.	<p>Safeguarding HT shared that, in light of recent terrorist attacks, HCC have recommended that Hampshire schools senior leaders attend Off Site Visit Emergency Scenario Training. HT is booked on this course plus a EVC briefing session early in the new academic year and will cascade the information to the staff team afterwards.</p>	
9.	<p>Governor Monitoring Visits TG has recently undertaken a visit to complete the H&S Risk Assessment, COSHH and Legionella checks. The report of the visit is forthcoming.</p>	

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	HT informed Governors that she and LO had recently attended an OFSTED briefing and OFSTED are advising governors to check their school website to ensure that all statutory information required by OFSTED. CC agreed to undertake the TH website check. HT also informed Governors that OFSTED are recommending that governors undertake termly Single Central Record checks.	CC
	MLeV agreed to report back on the parents' feedback received during the last Parents' Evening at 13 th July FGB.	MLeV
10.	<p>Good News</p> <p>HT informed governors about the successful French Trip 2017 last week, particularly the successful use of Twitter and the school website to communicate with parents and reassure them about the safety of the children.</p> <p>HT highlighted to governors that the children were a credit to the school during the trip. HT also informed Governors that Newlands School, who TH partners with for the trip, will have a new Head in 17/18. HT has already agreed with the new Head that the French trip partnership will continue in the new academic year.</p> <p>Governors APPROVED the continuation of the French trip in 2018 and thanked the HT for making it a success.</p>	
11.	<p>Correspondence</p> <p>None reported at the meeting.</p>	
12.	<p>Any Other Business</p> <p>HT drew governors' attention to the Summer Fayre being held on Friday, 30 June and asked governors for contributions to the Governors' hamper and to help with the Fayre by either attending or manning one of the stalls.</p>	
	Meeting closed at 8.22 pm	
	Date of next meeting: 13 July 2017 at 6.30pm	

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Schedule of Tower Hill Primary School Governing Body Meetings 2016/17

Shaded = re-scheduled dates		Committees			
	Full GB	Finance & Personnel	Premises	HT Perf Man.	Pay
Autumn Term	20 th Sept 16				
		27 th Sept 16			
	11 th Oct 16				
			4 th Oct 16		18 th Oct 16
		8 th Nov 16			
	29 th Nov 16				
			10 th Nov 16		
				30 th Nov 16	
	Weds 7 th Dec 16				Mon 5 th Dec 16
Spring Term		24 th Jan 17			
	7 th Feb 17				
			7 th Mar 17		
	21 st Mar 17				
	4 th Apr 17				
Summer Term		9 th May 17			
	23 rd May 17				
			6 th Jun 17		
	22 nd Jun 17				
		27 th Jun 17			
	Thurs 13 th Jul 17				

Membership of Tower Hill Primary School Governing Body

MEMBERSHIP 2016/17				Committees					
Governors (13) - HT/1 Staff /1 LA/ 2 parent/ 8 co-opted			Full GB & Leads	Finance & Personnel	Premises	HT Perf. Man.	Pay	Pay Appeal	Policy Group
Caroline	Bond	Co-opted			✓				
Chris	Caswell	Co-opted	Pupil Premium Governor Visits Safeguarding	Chair ✓			✓		
Simon	Forder	Parent			✓				
Owen	Gardner	LA	Vice Chair KAIZEN lead		Chair ✓		✓		✓
Terry	Genis	Co-opted	Allegations against HT		✓	✓			
Gemma	James-Moore	Co-opted	SEND Attaining Highly	✓		✓			
Miles	Le Voguer	Co-opted	Dev & Training Sports Premium		✓	✓			
Jefferson	Nwokeoma	Co-opted	Forum Rep		✓ Vice Chair			✓	
Laura	Ovenden	Staff	Safer Rec.	✓	✓				✓
Roger	Panter	Co-opted	Safer Rec.	✓					
Linda	Tansley	HT	Safer Rec.	✓	✓				✓
Lyndsey	Todd	Parent		✓ Vice Chair					✓
Mark	Whitehead	Co-opted	CHAIR Safer Rec.	✓			Chair ✓		

Signed as a true and accurate record by **Mark Whitehead, Chair**, at the FGB meeting of 13th July 2017