

Wednesday 5th December 2018 at 6.30pm

Present: Chris Caswell (CC)
 Camilla Collins (CJC)
 Kieran Collins (KC)
 Simon Forder (SF)
 Owen Gardner (OG)
 Terry Genis (TG)
 Nick O'Shea (NO'S)
 Laura Ovenden (LO)
 Roger Panter (RP)
 Linda Tansley (HT)
 Mark Whitehead (MW)

Chair (for item 8 onwards)

Headteacher
Acting Chair (for items 1-7)

Apologies: Gemma James-Moore (GJ-M)

In attendance: Flavia Coleman

Cover Clerk

1.	<p>Welcome and Apologies for Absence. As Owen Gardner had been delayed at work and would be arriving late and the Vice-Chair (GJ-M) had sent apologies, MW had agreed to chair the meeting until OG arrived and opened the meeting at 6.34pm.</p> <p>Apologies were received and accepted from Gemma James-Moore (family commitments). The meeting was confirmed as quorate.</p>	Action
2.	<p>Declaration of Pecuniary Interests The HT declared an interest in item 11 (HT Performance Panel 29th November 2018 and Pay Committee 4th December 2018). No other pecuniary interests were declared for the meeting.</p>	
3.	<p>Minutes of the Meeting Held on 21st November 2018 The minutes of the meeting held on 21st November 2018 were agreed as an accurate record and were signed by the Acting Chair.</p>	
4.	<p>Actions Arising <u>Governor Vacancy (Item 3 - 21/11/2018)</u> The Chair to draft a note to parents and share this with the HT. ONGOING</p> <p><u>Skills Audit forms from MW and TG (item 9 – 21/11/2018)</u> Completed.</p> <p><u>SF availability for SIDP monitoring visit (item 9 – 21/11/2018)</u> Completed.</p> <p><u>Parents' Evenings March 2019 (Item 9 – 21/11/2018)</u> It was noted that the parents' evenings will be held on 20th and 21st March 2019 and, whilst CJC had offered to attend if she was available, all governors were welcome to attend as the evenings would provide a good opportunity to raise the governors' profile, to enable them to obtain parents' views of the school and to obtain information about the children's home circumstances. There were other school events where the same opportunities would be available. ONGOING.</p> <p><u>Governors' Annual Statement (Item 12 – 21/11/2018)</u> In progress. A governor commented that the production of the statement provided a good platform for a trial of Office 365 now that it has been set up. As not all governors find it easy to utilise the technology, it was suggested that a demonstration was provided by the governor who had raised the point at the February FGB.</p>	NoS
5.	Head Teacher's Report	

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The HT's written report had been uploaded to the portal before the meeting. The HT drew governors' attention to a change to the contextual school profile table on page 1 and advised that the school currently has two Children Looked After (CLA) and 5 others who are post-CLA, that is, they were CLA but now have Special Guardianship Orders, which takes the figure to 2% of the whole school population.

With regard to attendance, the HT advised that a revision to ASP, with updated attendance and absence data, had been issued the previous day.

The 2017/18 (up to May 2018) attendance statistics, as presented in ASP, were distributed and it was noted that the absence rate of 3.4% was well below the national average of 4.2% and that persistent absentees, at 3.2%, was also significantly less than the national average of 9.6%. The persistent absentee rate of disadvantaged pupils, at 4.4%, was also very pleasing when compared to the national average of 17.2%, as was the data for EAL children which, at 2.2%, was well below the national average of 10%. The school's 3-year trend data also compared favourably with the national average. Much of this positive picture was due to the hard work of the Family Support Link Worker and the SEND team in helping to get vulnerable and 'hard to reach' children into school on occasions when home circumstances have caused them to be reticent about coming in.

Q. I see we have a net gain of 9 students (5 leavers, 14 joiners) since the start of year - what implications are there to the school financially?

A. The October PLASC informs the budget share and the January PLASC informs the level of funding for disadvantaged children. In this financial year, we had 320 on roll at PLASC October 2018, as per the original budget plan, but a difference financially will be seen in 2019/20 and 2020/21 due to the higher than previously predicted NOR. Variations in the number on roll within the financial year do not make a difference, the key is the number of children in school on PLASC days.

Q. I have no doubt the school is supporting the families of the children with significant medical absence. Would you be able to detail how they are being supported, and their overall impact on the attendance figure please?

A. This group is supported by the SEND team, class teachers and the Family Support Link Worker. Due to the changes in the staffing in the admin team and the resulting need to focus on other priorities, there is a limit to the amount of information the admin team can be asked to produce at the moment. However the HT will ensure that this information is available for the next FGB.

Q. My interactions with the admin team in the office have been very positive to date - has there been impact as a result of the significant staff changes at the start of the year?

A. There has been no loss of service to parents and stakeholders as a result of the changes but they have put significant demands on the Senior Administrative Officer and the SLT as they have had to absorb some of the tasks that would normally be part of the admin function.

Q. Great to see collaboration between the schools, well done on being recognised for the excellence here. Given the significant personal effort and commitment by the SLT to Tower Hill, can you provide more details on the additional load required to execute this? Is this likely to be a long term ask of the SLT?

A. The collaboration will continue and in the Autumn Term has involved approximately 25 contact hours. The school has been very appreciative of the support we have provided. It has been very useful as far as TH is concerned and has provided a good development opportunity for the wider leadership team.

Q. Re the absence data, are any of these groups impacted by either of the Significant Medical Absence children? If so, how do these numbers alter if they are not included in the relevant groups?

A. Both children are SEND. As already mentioned, there is a limit to the amount of data we can ask the admin team to provide at the moment.

Governors' attention was drawn to the list of school events on page 9 of the report and the following noted:.

- The KS1 and KS2 choir would be performing with Hart Voices on Sunday 9th December

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	<ul style="list-style-type: none"> The KS2 "Scrooge...A Ghost of a Chance" – 'parents with toddlers' performance would take place on Tuesday 11th December at 1.45pm and at 7pm on Wednesday 12th and Thursday 13th December The KS1 production (Christmas Recipe) is taking place at 2pm on Wednesday 12th and Thursday 13th December. The Y5 & 6 Choir to sing carols & Christmas songs at Fluor Christmas Fayre at 12.15pm on 13th December. <p>Feedback from LLP Annual Review Visit The Chair had sent out an e-mail with a summary of the outcomes of the annual visit and the formal report will be uploaded to the portal when it is available.</p> <p>Governors congratulated the HT and staff on the very positive outcomes.</p>	
6.	<p>Standards Inspection Data Summary Report (IDSR) Autumn 2018 The IDSR had been uploaded to the portal before the meeting.</p> <p>The HT drew governors' attention to the milestone for attainment in reading, writing and maths combined and the 3 year trend for progress in reading, writing and maths and the very significant upward trajectory where the school was now in the top 20% of schools nationally.</p> <p>Q. Did you see the data for any other schools? A. No. The performance tables are due out next week.</p> <p>Analyse School Performance (ASP) data KC gave a presentation on the analysis of the ASP data and reminded governors that this had replaced Raise Online in 2017 and provided data on the outcomes for KS1, KS2 and phonics. Early Years published data was still awaited, as at this point last year.</p> <p>The following key points were noted:</p> <ul style="list-style-type: none"> Scaled scores are based on raw scores, out of 80 for Age Related Expectations (ARE) and 110 for greater depth. The average KS2 ARE scores for reading and maths, at 108, were above the LA and national averages. Writing is teacher assessed, both at working towards and greater depth. 84% of children achieved ARE in reading, writing and maths combined, compared to 79% in 2017, and 23% achieved greater depth, double the LA and national averages. The average points score (APS) has gone up, showing that the children at 'secure' are increasingly so as a cohort. 87% of KS2 children achieved ARE in maths; two children missed the pass mark by one or two points and it should be noted that the threshold had increased by 4 points in 2018. For English Grammar, Punctuation and Spelling (EGPS), only attainment is measured. 94% achieved expected and 65% were beyond, with an average scaled score of 111.3. This shows the impact of the language work that is done in school. In Science, 90% achieved ARE, compared to the national average of 82%. <p>Q. Is there a greater depth for Science? A. We only have to report whether ARE has been achieved in Science, although we measure greater depth. 27% of KS1 and 45% of KS2 children achieved greater depth. Although Science is not tested at SATs, its importance is still emphasised to the children.</p> <ul style="list-style-type: none"> There is no progress measure for KS1 and progress at KS2 is based on the KS1 score. Children are then designated at either low, middle or high attainers. <p>Q. What is the context for the Low and students who were higher attainers but low KS2 progress (p7). One thought, is this the same student? A. It was the same pupil, who is EAL, for reading and writing. Because writing is not externally assessed, only three scaled scores are attainable: below = 93, AT = 103 and Beyond = 113. It is not possible to attain any other, interim scores. The pupil achieved the Expected Standard (103) but actually needed 105.4 to show progress as 'expected', which is why the progress score is negative. The skill levels between the key stages are very different.</p> <ul style="list-style-type: none"> At KS1, 81% of children were at the expected level in reading, in line with the LA average. 31% were at greater depth, slightly below the LA average, but both above 	

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	<p>national. 76% were at the expected level for writing, above the LA and national averages. 17% achieved greater depth, below the LA average but above the national average. 80% achieved the expected level in maths, and 31% were at greater depth. Both outcomes were above the LA and national averages.</p> <ul style="list-style-type: none"> 75% of disadvantaged children were at the expected level in reading, compared to the national average of Other (non-Disadvantaged) pupils at 79%. 70% were at the expected level in writing and 10% at greater depth. In KS1 maths, disadvantaged pupils were -1% behind ALL pupils nationally and -5% below Other pupils. In Science, 85% achieved the expected level, compared to 83% nationally. The LA average is based on the outcomes for all schools and academies in Hampshire, apart from private schools. <p>OG arrived at 7.45pm.</p> <ul style="list-style-type: none"> In phonics, 86% achieved the expected standard in Y1, above the LA and national averages. 82% of disadvantaged children achieved the expected standard, compared to 85% of Other pupils nationally. This is a very good outcome and shows how much phonics has improved. <p>Q. Are the phonics percentage of students achieving 'expected standards' in line with previous years and expectations?</p> <p>A. We are predicting 85% this year. This is in line with 2017 (85%) and 2018 (86%) and maintains the improvement made since the introduction of the Phonics Check and continuing above national (2018 83%).</p> <p>KC advised that the ASP data was very helpful in confirming what the school had already identified to be in focus in the SIDP 2018/19. Whilst KS2 SEND children's outcomes in 2018 were significantly above the LA and national averages, for example, this was cohort specific and thus had been identified as in focus for the coming year</p> <p>KC was thanked for his very comprehensive and informative presentation.</p>	
7.	<p>SIDP Review</p> <p>LO gave a presentation on the end of term review of actions and impact to date, from which the following was noted:</p> <p>KAD 1 - SEND</p> <p>The key impact was that from the baseline to milestone 1, 80% of this identified group of pupils had improved their standardised scores in reading and 63% had improved their standardised scores in maths, thus making accelerated progress.</p> <p>This had been achieved through a number of measures, including:</p> <ul style="list-style-type: none"> PUMA and PIRA testing Tracking documents and discussion at pupil progress meetings Discussion between the SENCo and class teachers about individual children's needs Planning monitored by the SENCo, meetings with the LSAs to discuss interventions for the children they are working with and Lego talking therapy. <p>There is a specific training focus for the LSAs and it was suggested that this would be a good topic for a governor monitoring visit.</p> <p>Q. Given the number of NQTs, how are they fitting in with this?</p> <p>A. They are being supported in understanding how to assess their children's performance including through the use of formative and summative assessment.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> INSET day on 25th January 2019 on attachment difficulties and trauma therapy, led by the Educational Psychologist, which governors were welcome to attend. Lesson observations, with a focus on SEND, and how these groups were being supported in class by teachers and LSAs Development of the use of IRIS for LSAs, with a focus on SEND. <p>KAD 2 – Boys</p> <p>The key impact was that boys' standardised scores had been increased in reading and maths. Boys who had been designated as blue (63%), had also increased their standardised</p>	

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scores in reading and maths.

This had been achieved in a number of ways, including:

- Interventions by the Pre-School Link Worker
- The EY provision and topics steered towards boys
- Building relationships, making learning fun and engaging by delivering the curriculum in different ways
- Using competition as motivation
- INSETs focused on pre- and post-teaching and drama
- Promotion of the RING philosophy across the school
- Boys leading learning

Next Steps:

- Further ways to motivate boys, with a focus on outdoor learning.
- Transformers Club
- Boys leading learning

KAD 3 – Maths

Key impact: 69% of children designated as blue had improved their standardised score. Progress has not been at the detriment of the higher attainers, with 100% of year groups having a higher percentage of children achieving Beyond at Milestone 1 compared to the last academic year.

This had been achieved through:

- Observations of maths teaching, with detailed verbal and written feedback, which could be made available to governors in anonymised format if required
- Identifying areas for support and development, which had led to a comprehensive peer observation programme which had been very successful
- The introduction of 'Calendar Maths' into KS1 following on from its introduction in EY last year and thus building on this strategy
- Use of the SEND Maths planning tool by class teachers and LSAs
- Book scrutiny and monitoring and moderation with another school.

Next Steps:

- Breaking questions down into more comprehensible numeric equations (how to turn sentences into equations)
- Focus on planning for all year groups
- Implementation of problem solving and reasoning questions to challenge and extend thinking at all levels

KAD 4 – Growing Your Own

Key impact: a significant amount of lesson observations, with 10 teachers identified as demonstrating highly effective quality of teaching

This had been achieved through:

- Use of the annual planner to support time management
- Formal and peer observations
- The performance management process
- Family Day, where the whole school was mixed up and all ages of learner had the opportunity to work with others and with different teachers and LSAs
- Staff Star of the Week, which has boosted self-esteem and brought the 'Tower Hill Family' closer
- IRIS
- Outdoor learning
- Introduction of the Real Cooking project

Next Steps:

- The Wellbeing lead to deliver a staff meeting on children's mental health and wellbeing
- Identification of ways to impact on workload
- Investigation of the Forest School approach

Q. Are there any concerns about pollution levels outside, the smell of aviation fuel, for example?

A. It would be good to test the air quality and this will be delegated to the Premises Committee.

Premises

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	LO was thanked for her very informative presentation, her hard work in collating the data and for driving improvements.	Cttee
	OG took the Chair for the remainder of the meeting	
8.	Governor Monitoring The Chair will draft a report on his monitoring of KAD 3. He had been very impressed with what he had seen. All governors were asked to complete their reports before the next FGB meeting.	OG All
9.	Governor Self-Evaluation/Skills Audit The outcomes from the governor self-evaluation and the skills audit had been uploaded to the portal. The skills audit showed that the governing body was 'good' for both the essential and desirable skills and that there were no gaps. CJC will check that the Committee Chairs are aware of the skill sets in the committees and have a succession plan in place. She will also contact all governors with regard to specific training needs. CJC was thanked for all her hard work in putting the reports together.	CJC
10.	Annual Statement Discussed earlier in the meeting (see item 4). The HT and CC will arrange to meet early in January to draw together articles by governors.	HT/CC
11.	Committee Reports The Head Teacher's Performance Panel had met on 29 th November and a report had been given to the Pay Committee for discussion and approval at its meeting on 4 th December. The Pay Committee had been grateful to the member of the HT's Performance Management Committee who had attended their meeting to enable them to satisfy that a sufficiently rigorous process had been undertaken in the Performance Management of the HT for 2017/18. The Pay Committee Chair reported that the recommendation of the HTPC had been approved.	
12.	Safeguarding Whole Governing Body Training Governors were reminded that the Whole GB training session on safeguarding would take place on 10 th January 2019 at 6.30pm – 9pm. Governors were also reminded to complete the e-learning before the training session. Single Central Record – SLT and Governor Monitoring Check The Autumn Term governor check on the Single Central Record had been completed. SF commented on how impressed he had been by the way in which the Admin Officer had prepared for the meeting. There are good systems in place and the implementation of some changes had been discussed, although these will take time to put into effect. Some updates to the electronic register are needed and SF and the Admin Officer will meet again before the end of term to sign it off.	All All SF
13.	Good News Christmas Fayre The HT advised that the Christmas Fayre had been very successful, with £3,022 raised on the day and more money still coming in and thanked the key team of Jane Fitzpatrick (Senior Admin Officer), Natalie Stratton (KS1 Leader), Emma Dinsdale (KS2 Leader) and Catherine Traer (LSA) for their unstinting hard work. Governor thanked the staff team for all their hard work in putting the event together. Christmas Events The HT advised that the choir's performance at the Air Balloon Hangar earlier in the day had	

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	been very successful – albeit incredibly wet!!.	
14.	Correspondence There were no items of correspondence to note.	
15.	Any Other Business No matters were raised.	
	Meeting closed at 8.50pm.	
	Date of next meeting: Wednesday, 6th February 2019 at 6:30pm.	