



Wednesday 16<sup>th</sup> October 2019 at 6.30pm

	<p><u>Translation of the Home Agreement (Item 5.1 – 19/09/19)</u> The Chair advised that had obtained offers for translation of the document into Russian and Romanian.</p> <p><u>Report on INSET Day 4<sup>th</sup> September 2019 (Item 5.1 – 19/09/19)</u> ONGOING.</p> <p><u>Re-wording the question on bullying in the parent questionnaire (Item 5.3 – 19/09/19)</u> The HT advised that this would be revisited in the summer term when the next questionnaire is due to be issued.</p> <p>All other actions had been completed or were covered by the agenda for the meeting,</p>	<p>Premises Cttee</p> <p>TG</p> <p>LO</p>
4.	<p><b>SIDP 2019/20</b> <b>4.1 Introduction</b> The HT outlined the challenges that the school would be facing this year, bringing excitement, motivation and a new drive to school improvement:</p> <ul style="list-style-type: none"> <li>• Changes to the leadership and staff structure across the school</li> <li>• Admission of an extra 30 children, taking the school to the penultimate year before expansion is complete</li> <li>• Reduction in the amount of available space for intervention and support group work</li> <li>• 5 RQTs and 2 NQTs on the staff</li> <li>• The introduction of the new Ofsted framework – “getting to the heart of it and putting the curriculum at the centre of the inspection and supporting leaders and teachers who act with integrity.”</li> </ul> <p>The SIDP was structured on 3 key areas, each based on the 4 areas of the Ofsted framework: KAD 1 – Writing KAD 2 – Curriculum KAD 3 – Community and had been developed through self-evaluation, analysis of data to identify trends, consultation with staff and pupils on ideas for improvement, consultation with governors and a review of feedback from parents via the annual questionnaire.</p> <p><i>Camilla Collins arrived at 6.40pm.</i></p> <p><b>Q.</b> <i>The cost associated with the SIDP is £11,200 (KAD1: £2,500, KAD2: £7,000, KAD3: £1,700). Is this an estimate or accurately priced? Has this been taken into account in financial planning?</i> <b>A.</b> <i>For KAD 1, £1,150 for specific training has been planned into the training budget and £1,400 for HIAS input will be included at the budget revision.</i> <i>For KAD 2, £1k is for HIAS input and £1,500 is for Culture Week. £2k is for a guest speaker at INSET Day 3 and we hope we can recoup the cost by involving other schools in the INSET.</i> <i>This figure had been put into the SIDP twice, making the overall cost of the SIDP £9,120.</i> <i>For KAD 3, £500 has been allocated in the budget for educational supplies for badges.</i></p> <p><b>4.1 KAD 1 – Writing (Kieran Collins, Laura Elliott and Emma Dinsdale)</b> <i>Pursue excellence and skills in the teaching of writing through developing understanding of the teaching of early reading, the importance of oral communication skills and building resilience, independence and fluency in writing across the school</i> KC advised that writing had been a focus at the school for a number of years, as some children, particularly those with low level language skills, find it very difficult. The data for the last 3 years showed that outcomes at KS1 had only been below the national average for greater depth once, in 2018/19, and below the national average in EY once, in 2016/17. This placed the school in the top 8% of schools nationally for ARE. However, in all year groups, there was a lower percentage of children working at ARE in writing, compared to reading and maths. Girls outperformed boys in 86% of year groups and, of the 44 children not working at ARE, 68% are boys. Targets have therefore been set focusing on the attainment and progress of boys.</p>	

Wednesday 16<sup>th</sup> October 2019 at 6.30pm

The targets are challenging and a longer-term approach, which will ultimately pay dividends, is needed.

**Q.** *Do you have a target in mind for the 44 not at ARE?*

**A.** *We want to show progress, so are working on ways of achieving this. We will look at their existing skills and identify where interventions are needed.*

**Q.** *If their communication skills are fair, would that count towards the target?*

**A.** *This doesn't affect reading and maths and, at KS2, it is how children perform on paper that counts. However, it will show progress in communication.*

**Q.** *The KAD 1 end of year target specifically identifies KS1 improvement (20% at greater depth). Is there an equivalent KS2 target, or is the issue recognised as being a KS1 specific challenge?*

**A.** *We have targets and they are broadly in line, but this cohort has a significant level of need.*

#### **EYFS (Laura Elliott)**

The key focus areas are:

- Building confidence, motivation and a belief that they can write
- Opportunities for writing to increase boys' participation
- Introduction of Champion Challenges – opportunities to target boys who are not engaged
- Evidence of adult led writing in books and in other ways to show progress
- Moderation and staff confidence, due to changes in the team

#### **KS1/KS2 (Emma Dinsdale)**

- Success criteria include development of teacher confidence as there are new members of staff in the team; a survey is to be carried out
- Termly book looks
- Observe and monitor the development of literacy sessions across the school
- Improve the planning skills of less experienced teachers, working alongside HIAS advisors
- Ensure all staff have a clear understanding of the pedagogy of teaching reading and how this impacts children's ability to access other areas of the curriculum
- Assessment documents have been re-written to make them more user friendly and to build confidence and are being used.

**Q.** *Will assessment matrices be shared with parents at workshops?*

**A.** *Assessment will be discussed at parents' evenings, but a parent friendly version of the matrices could be developed.*

#### **Implementation for pupils**

- Pupil conferencing to establish attitudes to writing
- Ensure children are experiencing real life opportunities for writing, with a focus on engaging boys
- Work with 'stuck' boys in Y3/4
- Greater exposure to writing opportunities
- Ensure children experience the RING philosophy writing sessions

**Q.** *How do you measure confidence?*

**A.** *Through pupil conferencing.*

It was noted that the Blue Movement work would be continuing so that progress can be demonstrated..

It was also noted that a Fresh Start phonics programme has been introduced for Y5/6 children not at ARE in reading to support them with their spelling and writing so that the gap can be narrowed.

Governors were invited to attend the INSET day from 11am to 3pm on 25<sup>th</sup> October, which would be focusing on writing and ensuring teachers are skilled at delivery. TG will check his availability and will attend if he is able to.

**All  
TG**

#### **4.3 KAD 2 – Curriculum (Nicola Ward, Heather Chapman and Natalie Stratton)**

Wednesday 16<sup>th</sup> October 2019 at 6.30pm

*Continue to ensure the school's curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and those with SEND, the knowledge and cultural capital they need to make their own choices and succeed in life.*

The key areas for this criteria are intent, implementation and impact.

#### **Vison for implementation**

- The existing curriculum has been reviewed and changed where necessary
- Success criteria:
  - Ensure all stakeholders understand intent, implementation and impact and that this is embedded in everyday practice
  - Develop leaders' understanding and ability to lead
  - Create opportunities for all staff to further develop their knowledge
  - Create opportunities to develop children's skills and knowledge
  - Embed the school's values and development of the whole child
  - Compare the school's curriculum to the National Curriculum – the school's curriculum is richer and more relevant and responsive than the National Curriculum and includes visits, experiences and wellbeing

#### **Success criteria for leaders:**

- Clear roles and responsibilities, and the knowledge, expertise and skills to review, develop and implement the curriculum for their subject through the development of action plans, in-house training and support
- Facilitate Ofsted Style 'Deep Dives' to support new subject leaders in developing their understanding and leadership of their subjects. The Ofsted definition of 'deep dives' is the interrogation and establishment of coherent evidence based on the quality of education, triangulating a range of evidence.

*Gemma James-Moore arrived at 7.20pm.*

Learning walks will show what is happening on a daily basis in a particular subject. These could have a broad focus or could be on a specific subject and will help to identify common themes and where CPD might be needed

**Q.** *Have you spoken to anyone who has been through inspection under the new framework?*

**A.** *Yes, and they have shared the outcomes, so we have a clear idea of what deep dives look like. Through training, we will equip staff with the knowledge of what the questions are likely to be.*

#### **Development of learners**

- Provide the best possible learning experience, developing the whole child, resilience and independence
- Learning journeys to develop a progressive curriculum
- Children know what they are learning and it is embedded into their long-term memory
- Review of the homework policy; homework menus, comprising 6 activities based on what the children are learning in class, are being trialled in Y2.
- Development of learning outside the classroom through visits, a wide range of clubs and enrichment weeks to help develop a love of learning

**Q.** *Are there any opportunities for the children to learn for themselves outside the classroom, perhaps through an interest or hobby?*

**A.** *We want to promote this all the time, for example giving the children the opportunity to write about what they want, knowing the children and reacting to things we know they love.*

**Q.** *How do you measure success?*

**A.** *Subject leaders have a deep knowledge of their subject, planning is in place, lesson observations and learning walks will show the development of learning, governor visits, behaviour and attitudes.*

#### **4.4 KAD 3 – Community (Christine Cartlidge and Emma Dinsdale)**

Wednesday 16<sup>th</sup> October 2019 at 6.30pm

*Ensure relationships with the wider community are fostered and fully developed to enable the school to support pupils to develop in many diverse aspects of school life.*

**Rationale – To address:**

- The prevalence of disadvantage
- Parents with negative experiences of school
- Further development of the positive relationships already built with the community

**Success criteria**

- The development of relationships with parents to make being in school a positive experience - parent helpers, parent workshops, parents invited into lessons, a parent area on the website, HT and AHT clusters
- Establish a new PTA with the aim of increasing participation by parents; this will also help to measure impact
- Cllr Cooper has a budget aimed specifically at PTAs and there may be value in developing this link
- In the wider community, established a choir to perform at Christmas and Remembrance services
- Exploring the establishment of inter-generational links
- Further opportunities to build on the Music Mark award and involve as many children as possible
- Building sporting links
- Establish strong links with local schools – building stronger links with Fernhill School to give children an insight into the KS3 setting to help with transition
- Improved attendance for persistent absentees - the School Council is being asked for ideas on what attendance and absence means to them

**Planned developments**

- The Breakfast Club provides an opportunity for children to mix with other year groups and a feasibility study into after school care is underway with an external provider; over 30 responses have already been received
- Family Days will continue

**Q.** *Could we have a breakdown of persistent absence, please – authorised, unauthorised, medical, etc – so that governors can understand a bit more about what might be driving the increase?*

**A.** *Persistent absence, which is defined as below 90% attendance, is at 7.5% this year, which is a significant increase although still below the national average. The way in which late arrivals are recorded may be a contributory factor as it is more accurate now. Arrival between 9am and 9.10am is categorised as late; arrival after 9.10am is categorised as unauthorised absence. Not all schools measure absence in the same way.*

*At the end of July 2019 there were 27 persistent absentees. This year, excluding YR, there are currently 19 persistent absentees, 7 of whom were on last year's list. Of these, 2 have significant medical needs and one has specific needs which we are addressing. Of the remainder, one had 100% authorised absence, one had 95% and one had 98% authorised absence.*

It was noted that the school works hard to build good relations with parents to help them get their children into school and sometimes collects children from home.

**Q.** *Does the Traffic Light system take into account specific circumstances - e.g. long term illness by the child? It may come across as uncaring if the school issues letters about persistent absenteeism.*

**A.** *We always take specific circumstances into account before letters are sent.*

**Q.** *What is the cost of ParentMail?*

**A.** *£1,500 will come out of the budget for IT software and will be included at the November budget revision.*

**Q.** *The cost of reducing paper use is stated as approximately £1,500. Is this expected to be*

Wednesday 16<sup>th</sup> October 2019 at 6.30pm

	<p><i>offset by the saving in paper? Is there a target amount?</i></p> <p><b>A.</b> <i>The target is to save £4k per year on photocopying. There is 64% left in the budget and we expect to save £2k for the rest of this year.</i></p> <p>The SLT were thanked for attending the meeting and for their very comprehensive and informative presentations, which clearly demonstrated their passion for their subjects.</p> <p><i>SLT members left at 8.15pm.</i></p>	
5.	<p><b>Governors' Plan for SIDP Monitoring 2019/20</b></p> <p>It was agreed to continue with the current arrangement, whereby a team focuses on a different subject and responsibilities were agreed as follows:</p> <ul style="list-style-type: none"> <li>• KAD 1 – Owen Gardner and Simon Forder</li> <li>• KAD 2 – Camilla Collins and Roger Panter</li> <li>• KAD 3 - Mark Whitehead, Gemma James-Moore and Terry Genis</li> </ul> <p>Nick O'Shea and Chris Caswell would be asked to choose which team they wished to join.</p> <p>A calendar approach would be taken, with one visit for each KAD per term. KC will set up a calendar and governors were asked to identify a focus for each visit and send these to KC by the end of half term.</p>	KC All
6.	<p><b>Update from Finance &amp; Personnel Committee</b></p> <p>MW highlighted the following from the minutes of the meeting on 9<sup>th</sup> October, which had been circulated before the meeting:</p> <ul style="list-style-type: none"> <li>• The budget is on track</li> <li>• The overspend on the supply budget is being monitored</li> <li>• KC is setting up a Google sheet for the whole year so that governors can record their questions for each meeting and will upload it to Governor Hub.</li> </ul> <p><b>Q.</b> <i>The action against item 11 from the meeting on 25<sup>th</sup> June refers to an item about the school gate which doesn't appear to be an F&amp;P concern. Is this something the Premises committee should be aware of?</i></p> <p><b>A.</b> <i>It was a matter that was raised at the meeting as it had occurred earlier in the day but has now been resolved.</i></p>	
7.	<p><b>Policies</b></p> <p><b>7.1 Pay Policy</b></p> <p>The model policy, personalised to the school, had been circulated before the meeting and had been approved by the F&amp;P Committee. The salary range for the Assistant HTs had been made explicit.</p> <p><b>7.2 Attendance Policy</b></p> <p>The policy circulated before the meeting was unchanged from 2018/19 and was approved unanimously.</p> <p><b>7.3 Governor Allowances (Scheme for Paying) Policy</b></p> <p>The policy circulated before the meeting was unchanged and was approved unanimously.</p> <p><b>7.4 Governor Visits to School Policy (including report format)</b></p> <p><b>Q.</b> <i>Does the governing body think we should review this format and the action plan, given the changed focus by Ofsted on future inspections?</i></p> <p>The HT provided the governors with an idea of how a new report format might look, with the key headings from Ofsted featuring. The HT was generally happy with it but was aware that the first section 'Quality of Teaching' might somewhat overstep the governor role into operational and this section should definitely be reviewed before the report is put into use.</p> <p>It was agreed that the format should be revised and the Chair will take this forward.</p> <p><b>7.5 Sex and Relationships Education Policy</b></p> <p>The policy circulated before the meeting was unchanged from the previous year and was</p>	OG

Wednesday 16<sup>th</sup> October 2019 at 6.30pm

	approved unanimously.	
	<b>7.6 Early Years Foundation Stage Policy</b> The policy circulated before the meeting was unchanged and was approved unanimously.	
8.	<b>Safeguarding</b> The HT advised that issues with before school duty and the gate, to ensure safety on the playground had been addressed by increasing the number of staff on duty from 3 to 5, with one identified member of staff on each gate. The new Breakfast Club leader is also contracted to go out on duty to provide care to those children who had attended Breakfast Club. It is also hoped that the HT, DHT and KC can be present on the playground to guarantee the children's safety.  Governors expressed their appreciation of the efficient and effective way the issue had been dealt with.	
9.	<b>Governing Body Organisation</b> <b>9.1 Governing Body Monitoring Calendar</b> Covered under item 5.  <b>9.2 Whole Governing Body Training</b> It was agreed that a session should be arranged for the summer term and that the topic and date would be considered at the January meeting. Preparation for Ofsted was suggested as a possible subject.  <b>9.3 Governor Hub – governor feedback</b> It was agreed that, in general, Governor Hub is easily accessible and easy to use. Consideration of what key information should be transferred from the portal, and the best way of implementing this, will be discussed with Rachael Purvis.	Clerk - agenda
10.	<b>Any Other Business</b> CJC advised that she had attended training on HT Performance Management, when the importance of interim HT performance management meetings had been raised. As a new HT, LO will discuss this with Nicola Tettmar.  CJC had also attending training on Holding Leaders to Account.	LO
	Meeting closed at 8.40pm.	
	<b>Date of next meeting: Thursday 21<sup>st</sup> November 2019 at 6:30pm. Apologies from CJC were noted.</b>	

Wednesday 16<sup>th</sup> October 2019 at 6.30pm

## Outstanding Actions

Date	Agenda Item	Action	By Whom	Status
05/12	9	Skills Audit	CJC	CJC to contact all governors with regard to specific training needs. <b>ONGOING</b>
21/05	10c	School Based Induction Programme for Governors	CJC	CJC to review the pack. <b>ONGOING</b>
04/07	12ii	Premises Committee ToR	Clerk	To be reviewed at the committee's first meeting in the autumn term. <b>ONGOING</b>
19/09	5.1	HT's Contextual Report	OG/ SENCos	Translation of the Home-School Agreement into languages other than Nepalese to be investigated. <b>COMPLETED</b>
19/09	5.1	HT's Contextual Report	TG	TG to write a report on the INSET day on 4 <sup>th</sup> September. <b>ONGOING</b>
19/09	5.3	Annual Questionnaire Results	LO	Re-wording the question on bullying to be considered. <b>To be considered in the summer term.</b>
19/09	6	SIDP	OG	The Chair to write a report on the LA briefing on the new Ofsted framework. <b>COMPLETED</b>
19/09	6	SIDP	LO/Clerk - agenda	The SIDP to be brought to the next meeting. <b>COMPLETED</b>
19/09	11.3	Site Security	LO/SF	Issues with unauthorised access through the front gate to be discussed. <b>COMPLETED</b>
16/10	4.2	INSET day 25 <sup>th</sup> October.	All/TG	Governors invited to attend from 11am to 3pm. TG to check his availability and attend if he is able to.
16/10	5	Governors' Plan for SIDP monitoring	KC All	KC to set up a calendar. Governors to identify a focus for each visit and send these to KC by the end of half term.
16/10	7.4	Governor Visits to School Policy (including report format)	OG	The format of the visit report to be changed to reflect the new Ofsted focus.
16/10	9.2	Whole Governing Body Training	Clerk	The topic and date to be considered at the January meeting.
16/10	10	Interim HT Performance Management	LO	LO to discuss with Nicola Tettmar.



Wednesday 16<sup>th</sup> October 2019 at 6.30pm

<b>Governor Visit Timetable 2019/20</b> (Control Check visits also recorded in tables attached to F&P and Premises Committee agendas / minutes)	<b>Governor</b>	<b>Date and Status re Visit /Report to FGB</b>	<b>Report Status For Governor Records</b>
<b>INSET Day 1:</b> Induction – Safeguarding, H&S Procedures, Staff Well Being & School Organisation/ Routines	TG	4 September 2019	
<b>INSET Day 2:</b> Presentation of SIDP, Writing	TG (tbc)	25 October 2019	

**Schedule of Tower Hill Primary School Governing Body Meetings 2019/20**

<b>Shaded = NOT Thursday</b>		<b>Committees</b>			
	<b>Full GB</b>	<b>Finance &amp; Personnel</b>	<b>Premises</b>	<b>HT Perf Man.</b>	<b>Pay</b>
<b>Autumn Term 2019</b>	19 <sup>th</sup> Sept 19				
					26 <sup>th</sup> Sept 19
		9 <sup>th</sup> Oct 19 <del>3<sup>rd</sup> Oct 19</del>			
	16 <sup>th</sup> Oct 19 <del>17<sup>th</sup> Oct 19</del>		7 <sup>th</sup> Nov 19		
		14 <sup>th</sup> Nov 19			
	21 <sup>st</sup> Nov 19			18 <sup>th</sup> Dec 19	
	5 <sup>th</sup> Dec 19				12 <sup>th</sup> Dec 19
<b>Spring Term 2020</b>	6 <sup>th</sup> Feb 20				
		27 <sup>th</sup> Feb 20			
			5 <sup>th</sup> Mar 20		
	19 <sup>th</sup> Mar 20				
	26 <sup>th</sup> Mar 20				
<b>Summer Term 2020</b>		7 <sup>th</sup> May 20			
	21 <sup>st</sup> May 20				
		25 <sup>th</sup> Jun 20	4 <sup>th</sup> Jun 20		
	2 <sup>nd</sup> Jul 20				
	9 <sup>th</sup> Jul 20				

**INSET Day Timetable 2019/20**

<b>Date</b>	<b>Time</b>	<b>Focus</b>	<b>Lead</b>
Wednesday 4 <sup>th</sup> September 2019	9.00am - 12.00pm	<b>INSET 1</b> Introductions and welcomes: Vision & Values Review Behaviour Policy and Rewards Child Protection and safeguarding School organisations and routines Staff handbook and code of conduct Corporate policies inc. Staff absence and sickness	LO LO CC NW NW/LO LO
Wednesday 4 <sup>th</sup> September 2019	1.00pm - 3.00pm	<b>INSET 1</b> Health and Safety Stepladder Training	LO PH
Friday 25 <sup>th</sup> October 2019	9.00am- 12.15pm	<b>INSET 2</b> Presentation of School Improvement & Development Plan	SLT

Signed as a true and accurate record by Owen Gardner **Chair**, \_\_\_\_\_ at the FGB meeting of  
21<sup>st</sup> November 2019

Wednesday 16<sup>th</sup> October 2019 at 6.30pm

Friday 25 <sup>th</sup> October 2019	1.00pm - 3.30pm	<b>INSET 2</b> Writing	ED
Friday 14 <sup>th</sup> February 2020	9.00am - 3.00pm	<b>INSET 3</b> Jenny Mosely - Staff/pupil wellbeing	External
Friday 22 <sup>nd</sup> May 2020	All day	<b>INSET 4</b> Report Writing	N/A
Friday 26 <sup>th</sup> June 2020	9.00am - 3.00pm	<b>INSET 5</b> TBC	TBC

## Membership of Tower Hill Primary School Governing Body 2019/20

MEMBERSHIP 2019/20			Committees					
Governors (13) – HT / 1 Staff / 1 LA / 2 parent/ 8 co-opted			Full GB & Leads	Finance & Personnel	Premises	HTPM Panel	Pay	Pay Appeal
Chris	Caswell	Co-opted	Safeguarding Governor		√		√	
Heather	Chapman	Staff		√	√			
Camilla	Collins	Co-opted	Designated Training Gov	√		√		
Kieran	Collins	Co-opted		√	√			
Simon	Forder	Parent	<b>Safer Rec</b> Single Central Register	√			√ For first meeting only	
Owen	Gardner	LA	<b>Chair</b> Allegations against HT		√		√	
Terry	Genis	Co-opted	Forum Rep		√ <b>Chair</b>			
Gemma	James-Moore	Co-opted	<b>Vice-Chair</b> <b>Safer Rec</b> SEND Attaining Highly	√		√ <b>Chair</b>		
Laura	Ovenden	Headteacher	<b>Safer Rec</b> Safeguarding	√	√			
Nick	O' Shea	Parent	Sports Premium		√			√
Roger	Panther	Co-opted	<b>Safer Rec</b>	√				√ <b>Chair</b>
Nicola	Ward	Co-opted		√	√			
Mark	Whitehead	Co-opted	Pupil Premium	√ <b>Chair</b>			√ <b>Chair</b>	

Signed as a true and accurate record by Owen Gardner **Chair**, \_\_\_\_\_ at the FGB meeting of  
21<sup>st</sup> November 2019