



FULL GOVERNING BODY MEETING MINUTES

MINUTES OF THE MEETING HELD ON THURSDAY 8th DECEMBER 2016 AT 18.00 IN THE CONFERENCE ROOM

PRESENT: Audrey Whyte (AW), Gaydree Wrigley (GW), Graham Arr-Jones (GAJ), Jason Knight (JK), John Griffiths (JG), Michael Bull (MB), Pauline Quinton (PQ), Sarah Roberts (SR), Susan Carpenter (SC), and Tony Smith (TS)

ALSO PRESENT: Emma Brinkhurst (Clerk)

ITEM	AGENDA ITEM	MINUTES
1.	Apologies for absence	Received and accepted from Penny Leach (PL), Suzanne Howells (SH), Radha Stuart (RS), Sarah Hinks (SHI) and Peter Colebourn (PC)
2.	Minutes of previous meeting	A copy of the Minutes from Thursday 13 th October 2016 was circulated with the agenda. This is also available in the Governor's shared area. The Minutes of 13th October 2016 were agreed as a correct record and signed JG.
3.	Membership update	JG welcomed Sarah Roberts (new Parent Governor) to the Governing Body on behalf of the Governors. JG also mentioned that he was happy to be Sarah's mentor unless any other Governor would like to. It was agreed that JG would be Sarah's mentor.
4.	Matters arising Nov Saturday morning training re-cap session - external review of governance - facilitated review	JG thanked the Governors for attending the full governing body Saturday morning training session on 12 th November which JG thought was very productive – the Governors agreed. JG said that Jenny Barnard-Langston who carried out the external review of governance - facilitated review has prepared an initial draft. Once the final version is ready for distribution JG will forward to the Governors.
5.	Declaration of pecuniary/business interest	JK – Head of Academic Learning Resources at BIMM (British Irish Modern Music Institute) RS – Curriculum Leader of English Sackville School GW – School Business Manager Glenleigh Park Primary Academy MB – University of Sussex – University Professor
6.	Headteacher's Report Raise online Report	A copy of the Headteacher's Report and Ofsted Inspection dashboard were circulated with the agenda. These are also available in the Governor's shared area. Key points raised on the Ofsted Inspection dashboard were: <u>Ofsted Inspection dashboard - Page 1 – Weaknesses in 2016 – Attendance/absence bullet points</u> TS said to the Governors he was fully aware of these bullet points but was disappointed that the school was in the lowest 10% for attendance for Free School Meals students. TS said that attendance is very challenging at the school and TS would like it noted that the school has been very proactive in attempting to address attendance issues and there is a positive and improving trend across all groups. Unfortunately, quite a few of the absences are condoned by parents. TS said that many schools are in similar

Signed (Chair)

Date



FULL GOVERNING BODY MEETING MINUTES

		<p>position including some local primary schools. A Governor mentioned about a programme on TV where the school sent a member of staff to collect students and bring them into school. TS said we have a Student Support Worker who visits students' homes and brings some students into school, but there have been cases where parents refuse to open the door even when the student can be seen in the house through the window. Some Governors felt maybe this is an issue between parent's trust and the school. TS advised the school has attendance improvement as a key item in the School Development Plan (SDP) and the school is striving to continuously improve in this key area, particularly for the disadvantaged.</p> <p>After much discussion a Governor suggested perhaps a small group of Governors could look into what other schools have tried and what has worked for them in their school context. This is just to ensure that Priory are using the full range of tactics to improve attendance. It was felt building school – parent rapport and trust was central in changing behaviour here. Alongside this review, the Governors felt they would like to look into the school's processes and procedures in this area to validate them and see if anything could be identified to help improve performance. JK, PQ and AW agreed to look into this on behalf of governors and feedback their findings later in the year to the FGB.</p> <p>TS said the school do praise those students with good attendance with certificates and letters home.</p> <p>Q When does the Local Authority (LA) get involved with attendance? At about 60% non-attendance with home visits, EBAS workers and ultimately fines. But often by that time it is too late and a non-attendance culture has developed – the school therefore is proactive and not reliant on LA activities.</p> <p>Q How many free school meal students across the school do you have? Around 158 across all year groups.</p> <p>TS also mentioned holiday in term time requests which are a growing phenomena, the majority of which TS does not authorise.</p> <p>TS explained that the school through the house teams are always supportive to parents and try to work with them with attendance issues. This can also include a part time timetable or alternative curriculum provision to increase engagement.</p> <p><u>P.9 Headteacher's Report – days lost to exclusion</u></p> <p>TS said to the Governors that ten of the days lost to exclusion were for two permanent exclusions (five days each.) TS said that Year 9 present the most difficult behaviour issues. The school</p>
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FULL GOVERNING BODY MEETING MINUTES

		<p>are trying various strategies to see if they can get these students to engage i.e. involvement in the school's media school (i.e. learning wider skills like team building). We are getting positive feedback from some of these students.</p> <p>Exclusion is always a last resort for the school.</p> <p>The school also have I.E (Internal exclusion) which is used as a step before exclusion.</p> <p>In KS4 the school has more flexibility with a wider menu of alternative provision which can be accessed. There is a lack of flexibility in KS3. There is a new project called Project 180 degrees which is a six week full time course in the Eastbourne area. The school have one student attending this at present. In January we have another student who we would like to attend this project but unfortunately the school do not have the budget to support the transport costs for the student to attend as the parents have refused to meet this cost (the school are seeking additional support for this)</p> <p>TS also felt that due to national cuts some families have lost their Key Workers who supported families. The school find after school holidays some students behaviour gets worse in the local community.</p> <p>Q Do parents ever support you in exclusion?</p> <p>Yes in most cases, we receive few complaints when we exclude. The majority of these students are also challenging at home. We try part time timetables for these students, meetings with parents, use of other provisions.</p> <p><u>Wednesday after school training sessions for staff</u></p> <p>A Governor mentioned they have attended some of these sessions and found them superb. The Governor also said that she noticed that some sessions recently have not been well attended. TS felt this could be because of the time of year with Christmas approaching.</p> <p>Q Do you keep records of attendance of these sessions. Could the Governors be provided with this information?</p> <p>Yes we do keep records of attendance to these sessions.</p> <p><u>ACTION:</u> TS to provide this information in the Headteacher's report.</p> <p>Q How many of these sessions do Teaching Staff have to attend?</p> <p>Five is the minimum but many attend more than that number.</p> <p>Q A Governor asked about the six week coaching course that some members of staff are being supported through as a result of the monitoring and evaluation process. At what point would a member of staff be asked to attend?</p> <p>This would follow triggers from the drop ins to their lessons, data on progress and /or evidence from feedback (e.g. parental complaints).</p> <p>Q A Governor asked about the new 1-9 grade scale is it sometimes</p>
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Signed (Chair)

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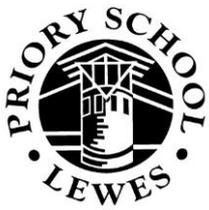


FULL GOVERNING BODY MEETING MINUTES

		<p>difficult for staff leading them to be too conservative on their grading estimates?</p> <p>There have been some misunderstandings of data with KS3 - we asked staff to say where the students were now and in KS4 we asked staff to give a professional prediction of what staff believe the outcome at the end of the year will be. Also as this is a new system and staff do not know what new grades are or look like at present. TS said that we are not the only school struggling with interpretation of new grades.</p> <p>Q Are teachers influenced by their appraisal i.e. worrying about making high predictions for students and then the results not being the outcome they had expected?</p> <p>TS said he would hope that this wouldn't be the case. Various ways of verifying grades are used including work scrutiny and drop ins.</p> <p><u>Anxiety page 24/25 Headteacher's report</u></p> <p>Due to the increase in the number of students visiting Pastoral with anxiety problems the school will now track this information on the accident report.</p> <p>The enrichment day on 27th January will focus on anxiety problems for Y11. They will be having mindfulness training and teaching staff will also be having this training on the next INSET day.</p> <p><u>Curriculum update 2017-18</u></p> <p>TS said that the Deputy Headteacher presented the curriculum model for September 2017 to Year 9 students on 14th November. The revised model has more of a Progress 8 focus and is more English Baccalaureate (Ebacc) compliant. The vast majority of students will follow the route 1 option. Two of the options will be for 2.5 hours per week – this will be a decrease of 30 minutes off the total timetable as it stands at present.</p> <p>At Priory School we offer our students two routes through Years 10 and 11:</p> <ul style="list-style-type: none"> • Route 1 – based full time in school • Route 2 – including the study of a vocational course provided by an educational partner institution <p>Below are curriculum outlines for each of the two pathways:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Route 1</th> </tr> <tr> <td style="padding: 5px;">English Language and Literature</td> </tr> <tr> <td style="padding: 5px;">Mathematics</td> </tr> <tr> <td style="padding: 5px;">Science – Combined</td> </tr> <tr> <td style="padding: 5px;">Critical Thinking</td> </tr> <tr> <td style="padding: 5px;">PE</td> </tr> </table>	Route 1	English Language and Literature	Mathematics	Science – Combined	Critical Thinking	PE
Route 1								
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FULL GOVERNING BODY MEETING MINUTES

		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Language (includes Latin)</td></tr> <tr><td style="text-align: center;">Humanities (History / Geography)</td></tr> <tr><td style="text-align: center;">Option A</td></tr> <tr><td style="text-align: center;">Option B</td></tr> <tr style="background-color: #d3d3d3;"><td style="text-align: center;">Route 2</td></tr> <tr><td style="text-align: center;">English Language and Literature</td></tr> <tr><td style="text-align: center;">Mathematics</td></tr> <tr><td style="text-align: center;">Science – Combined</td></tr> <tr><td style="text-align: center;">Critical Thinking</td></tr> <tr><td style="text-align: center;">PE</td></tr> <tr><td style="text-align: center;">Vocational-Related Qualification</td></tr> <tr><td style="text-align: center;">ASDAN Certificate of Personal Development *</td></tr> <tr><td style="text-align: center;">1 choice from the list of subjects in Blocks A & B</td></tr> </table> <p><u>See Page 4 of the Headteacher’s Report – Comparing Priory to similar East Sussex schools</u> 28% of our students were entered for the English Baccalaureate and 23% achieved the English Baccalaureate.</p> <p><u>Page 5/6 of the Headteacher’s Report - 2016 Progress 8/Attainment 8 for disadvantages and SEND</u> In 2016 23% achieved the Ebacc – significantly below average. The new Year 10s (from Sept 2017) will be following an Ebacc curriculum but it is going to take time. Will this be a cultural change for staff – mixed ability teaching. We will build the curriculum over five years from Year 7. Not wait for students to start in Year 10. Also the use of extended writing not just answering questions in a text book.</p>	Language (includes Latin)	Humanities (History / Geography)	Option A	Option B	Route 2	English Language and Literature	Mathematics	Science – Combined	Critical Thinking	PE	Vocational-Related Qualification	ASDAN Certificate of Personal Development *	1 choice from the list of subjects in Blocks A & B
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7.	Key points from the student voice group/student representatives and student questionnaires	A copy of the student surveys were circulated with the agenda. These are also available in the Governor’s shared area. TS said that this was the first whole school questionnaire they have done online on this. The school are using the data in their link meetings. After Christmas the school will be doing another one and will use a larger sample size.													
8.	Subject report for Governors	Copies of the subject reports for Governors were circulated with the agenda. These are also available in the Governor’s shared area. Key points were: Q What is your cut off for running an option? 12 (with sensitivity and flexibility) NB this may need to be increased in the future due to financial pressures.													

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FULL GOVERNING BODY MEETING MINUTES

		<p>Q Would you consider running GCSE music after school as some schools do? No, we will not be offering this after school as if we start doing one subject we would be asked to provide other subjects in this way. We also need to consider each members of staff’s work life balance.</p> <p>The Governors said they liked the format of the new Subject reports which were clearer and easier to review and consider.</p> <p>MATHS: Q How is the Kings College Project going? This project will be coming to an end in July. We will be continuing with mixed prior attainment teaching in Year 7 and 8. In Year 9 maths we will set. The Governors said they felt the Head of Maths was very good at Parent Forum in November and responded very clearly to some of the parental questions regarding stretch and challenge in mixed prior attainment maths groups.</p>
		<p>Q A Governor mentioned that on the curriculum guides on the school website some of the information on topics does not seem to be correlating with what is being taught? The curriculum guides are not quite right – they do follow the scheme of work for the subjects but not always the pace within topics.</p> <p>Q A Governor raised that if Maths teachers put more students in for the foundation paper will this will mean that some students can’t achieve as high a grade as they might have been able to in the higher paper? TS advised that this is currently a challenging area for the dept. And has to be done very carefully due to the grade a student could get if they are put in for the higher paper. We can’t use double entry for students for papers either as has been done in the past. Anyone that gets a 4 this year does not have to re-set maths but next year that will increase to a grade 5. Maths will continue to be a challenging area and the governors agreed to continue to keep a close eye on the area given the challenges the new curriculum is going to create (this is an all schools issue, but one the governors want Priory to do well in)</p>
9.	Safeguarding update	<p>JG provided an update to the Governors of a reminder for the following Governors to complete their Prevent online training AW, GAJ, PC, MB, RS, JK and SR. ACTION: AW, GAJ, PC, MB, RS, JK and SR to provide Clerk with their certificate of completion for the Governors’ records.</p> <p>Also could SH complete the Safeguarding online training. ACTION: SH to provide Clerk with certificate of completion for the Governors’ records.</p>
11.	Strategic Items	<p>JG provided an update on the Strategic Organisation Committee meeting:</p> <p>There is no change to the budget allocation which remains at £5,714,880.</p>

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FULL GOVERNING BODY MEETING MINUTES

		<p>Clerk to email RS and PC for their availability to attend parents' evenings in 2017.</p> <p>ACTION: Clerk to send reminder email to these Governors.</p> <p>Date for diary reminder was given out for Parent Forum on Wednesday 11th January 2017 at 18:00 in the Lecture Theatre.</p>
	AOB	<p>TS said to the Governors he will be submitting an application for the school to have Teaching School status if the Governors were in agreement which had been previously discussed. The Governors agreed.</p>

The meeting closed at 20:29

Next meeting: Thursday 9th February 2017 18:00 Conference Room

ACTIONS			
ITEM	ACTION	RESPONSIBLE	UPDATE
6.	Provide Governors with information on attendance at Wednesday training session within Headteacher's Reports	TS	TS has included in the February Headteacher's Report (agenda item 6)
9.	Prevent online training for completion by AW, GAJ, PC, MB, RS, JK and SR	AW, GAJ, PC, MB, RS, JK and SR	reminder added to the bottom of FGB agenda 09 02 2017
9.	Safeguarding online training for completion by SH	SH	reminder added to the bottom of FGB agenda 09 02 2017
REMINDER	RS and PC to provide Clerk with details of their two preferred terms they would like to carry out their formal/classroom visits and availability to attend parents evenings	RS and PC	Been chased – awaiting RS choice for Parents Evening(s) and PC preferred terms for formal/classroom visits

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