



## FULL GOVERNING BODY MEETING MINUTES

MINUTES OF THE MEETING HELD ON WEDNESDAY 28<sup>th</sup> JUNE 2017 AT 18.00 IN THE CONFERENCE ROOM

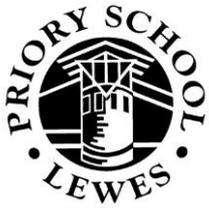
PRESENT: John Griffiths (JG), Peter Colebourn (PC), Radha Stuart (RS), Sarah Roberts (SR), Suzy Carpenter (SC), Suzanne Howells (SH), Tony Smith (TS), Audrey Whyte (AW), Pauline Quinton (PQ) and Penny Leach (PL)

ALSO PRESENT: Emma Brinkhurst (Clerk)

	AGENDA ITEM	MINUTES
1.	Apologies for absence	Received and accepted from Gaydree Wrigley (GW), Jason Knight (JK), Graham Arr-Jones (GAJ), Sarah Hinks (SHI) and Michael Bull (MB),
2.	Minutes of previous meeting	A copy of the Minutes from Thursday 18 <sup>th</sup> May 2017 was circulated with the agenda. This is also available in the Governor's shared area.  <b>The Minutes of 18<sup>th</sup> May 2017 were agreed as a correct record and signed JG.</b>
3.	Matters arising	A Governor raised that there were quite a few actions on the previous Minutes dated 18 <sup>th</sup> May 2017 and could an update be provided. This information is also available in the Governor's shared drive on the Minutes.  Item 3: Substance abuse to be placed on a future agenda = possible inclusion on a future agenda. Item 5: Wednesday training attendee figures to be included in Headteacher's (HT's) reports = this is included in the HT's report page 20 at tonight's meeting. Item 5: TS to provide an update at a future meeting on COSHH Assessments – Art = Page 22 of HT's report update states Art department still need to write COSHH assessments – add to future Full Governing Body (FGB) agenda. Item 6: GW to email Clerk Pupil Premium folder information via email so this can be added to Governors' shared area for all Governors = Clerk sent emails to GW following the meeting. <b>ACTION:</b> Clerk to send chaser after this meeting as well. Item 6: Ofsted preparation for Governors to be added to a future FGB agenda = The Chair will be emailing a useful document to all Governors in September called Questions from Ofsted for governors – checklist. Item 11: Re-cap/actions of May Saturday morning training session to be added to next FGB agenda = this is Item 6 on tonight's agenda. Item 13: Clerk to email relevant Governors with final email chaser for Prevent online training completion and online Safeguarding (renewal) training. Clerk emailed relevant Governors. Item 8 on tonight's agenda is a further chaser too. Item 13: Peer review report for inclusion on FGB agenda – this is Item 7 on tonight's agenda.
4.	Declaration of pecuniary/business interest	RS – Curriculum Leader of English Sackville School JG – Director JRTZ Ltd Consultant

Signed ..... (Chair)

Date .....



**FULL GOVERNING BODY MEETING MINUTES**

5.	Headteacher's Report	<p>A copy of the Headteacher's Report and School Development Plan were circulated with the agenda. These are also available in the Governor's shared area.</p> <p><b>Key points were:</b></p> <p>TS said that schools should not compare August 2017 GCSE results with previous years as there are no historic comparisons to compare against. This should be seen as 'Year Zero' Schools can't measure progress in advance of results as the Progress 8 (P8) measure is derived once the whole country has sat GCSEs.</p> <p><b>Page 4</b></p> <p>JA has produced a tracker and developed a way of measuring progress this plots what level each student comes into the school at and where we aspire their outcome (at the end of Y11) to be. These are every student's aspirational outcomes which are reported against staff professional predictions.</p> <p>On page 4 the dot for Maths has moved up and the dot for EBACC (The English Baccalaureate) has moved down – more students are doing EBACC. The open bucket has improved</p> <p>The key points to note are for '<i>All Students</i>':</p> <ol style="list-style-type: none"> <li>1. The project 'Progress 8' is similar to the last data capture</li> <li>2. English and Maths have improved</li> <li>3. There is a slight decline in the EBACC score</li> <li>4. The Open Pillar has improved</li> </ol> <p><b>Page 5/6</b></p> <p>English average score for all students is 11.59 the negative residual is not huge -0.51. % 9-5 for English is 87.1%.</p> <p>The % 9-5 for Maths is 59.6% - this would be slightly disappointing.</p> <p>The % 9-5 for Latin is 68.6% - a challenge for the school but Latin is a difficult subject and nationally the cohort is skewed due to more students who sit Latin being in private schools</p> <p>Business and Enterprise 83.9% A* - C the residual for Year 10 is better than that for Year 11 – this will be the last year this subject is taught.</p> <p>Sociology has a small cohort who face a number of challenges - % A* - C 76.5%.</p> <p>Food preparation and Nutrition the cohort requires high levels of motivation but the cohort have a highly successful teacher % 9-5 58.8%.</p> <p>Media Studies % A* - C 95.0%.</p> <p><b>Q 0.5 of a grade is this half a grade?</b> Yes it is.</p>
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Signed ..... (Chair)

Date .....



**FULL GOVERNING BODY MEETING MINUTES**

**Q A Governor asked if the number of students taking each subject could be added to the data on page 5/6 of the HT's report in the future?**

TS said he would liaise with JA to add this information.

**ACTION:** Figures to be added to future HT's reports.

Some Governors mentioned that some students are underperforming in subjects they have opted into like Dance, Drama, Music and Photo. Part of the explanation given was that there is now a far higher written element to these courses which is more challenging for some students e.g. P.E. A number of boys opt for P.E as they like doing sport but they struggle with the written aspect writing about muscles/bones and the need for extended written responses.

**Q A Governor asked hasn't P.E always had a written element?**

It now has about a 40% written aspect and previously it was about 20%.

The predictive gap between Maths and English is big but on the Fischer Family Trust there is a gap in terms of the 9-5 in the two subjects – a grade 5 is the top third of a C grade.

English is 78% and Maths 63% these are based on teachers professional judgments.

**Q Do the Senior Leadership Team (SLT) feel English are over predicting with grades?**

Possibly but there are still issues trying to give accurate grade predictions as there is no national baseline

**Q How do you know the data is robust for English?**

The school participated in a Pixel paper – mocks and these came out similar to teacher predictions.

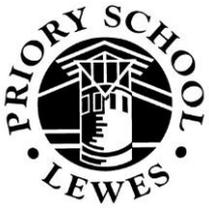
**Q How has this year's exams gone?**

TS said that students and staff have been positive. Students have said the Maths paper was difficult but the mock was harder. The papers were fair – one Maths paper the last question was very challenging. Anecdotal feedback from the students was they felt they were mentally better prepared. It was felt English was fairer but staff felt it had to be on reflection. Science was ok but has not changed much. TS said getting the tiers right for papers is very important. Students doing a foundation paper can get up to a 5 (which is comparable to a low to middle B)

The biggest issue between getting a 4 or 5 is that a grade 4 is a standard pass and a grade 5 is a strong pass. A grade 4 student does not have to re-sit. TS said that we have had fewer cases of anxiety in Year 11. TS said the school have done a lot of work with Year 11 to help reduce anxiety. A Governor commented that there is a lot of anxiety in Year 10.

Signed ..... (Chair)

Date .....



## FULL GOVERNING BODY MEETING MINUTES

A Governor mentioned that they felt it is now a culture of testing not teaching. A Governor said that Science teachers are not teaching new material. A staff governor replied that Science are teaching new material. It was mentioned that Science is following a new curriculum and it is the first year for some young members of staff and perhaps there was anxiety amongst the staff which was brimming over and if that could be calmed down it would help. It was suggested perhaps teachers continuing professional development could look at ways of addressing teachers' anxiety. It was mentioned that Maths and Science students now have to learn all formulas off by heart there is no workbook available in the exam. TS reminded governors that the school is following a five year programme for students from Year 7-11 the model embeds the approaches of GCSE from the very start.

There was some discussion about where the joy has gone for students an example was given that in English the exam board tests in Year 7, 8 and 9 and then in Year 10 it is mocks. It was felt that perhaps the cultural need needs to be addressed.

Some Governors felt the enriched topics of Year 7 and 8 are lost. TS said that the school try to make topics enriching, creative and interesting – but some areas are finding it harder at present. TS used the 'poster 'work as an example of lower levels of challenge but now we are creating greater challenges for students to stretch and engage them with 'harder' work.

There was much discussion about the testing of students and the learning of new material - which also means students memorise more information. This in turn means that students need to have good exam technique.

TS reminded governors that the summer exam results press statement is unlikely to include much data as schools have been advised to avoid using data which has no historical comparator : schools should not quote 'This is the best set of results...'

### **Attendance page 6-8**

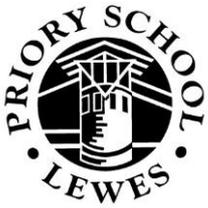
Priory has the 8<sup>th</sup> highest attendance over the four terms (compared to being 6<sup>th</sup> highest in term 1-3.)

This is not just a Priory issue - ESCC is the third lowest authority for attendance - but there does not seem to be a clear explanation as to why.

One issue is attendance is not seen as a priority by some parents. TS has difficult conversations with some parents about taking students out of school in term time. Some parents say that it will not affect their child's outcomes if their attendance is over 90%. A lot of time is spent with families about attendance but there is little support available from outside agencies. TS explained the school is struggling to come up with further strategies we

Signed ..... (Chair)

Date .....



**FULL GOVERNING BODY MEETING MINUTES**

		<p>could implement without picking up all these students and bringing them into school daily - we do not have the budget for another mini bus or resources to pay for staff to collect students. There are sometimes personal family based stories behind the lateness/attendance. The house teams can act as a bridge for this but each house has about 230 students and only two members of staff in addition to the Tutor.</p> <p>Governors mentioned that perhaps volunteers could help with this – TS said that we have had volunteers come into school to help with reading and intervention and an offer of help for Forest School but then people do not continue with it or just don't come in and this is frustrating when we have completed (and paid for) all the Safeguarding checks and DBS.</p> <p>If attendance dips below 90% it is flagged with home being late impacts on achievement at school. A Governor raised that perhaps a house meeting could be set up and students invited whose attendance has dipped. It was felt perhaps Tutors could also help with this.</p> <p>SH gave an example of a student who had not been in school for a full week since February – her attendance will be 88% by the end of this academic year if things do not change. This equates to a whole month off school. Showing students the data/patterns seems to shock them.</p> <p>It was felt that sometimes parents could be more measured i.e. sending a student to school if they just have a cold.</p> <p>The letters ESCC send to parents about attendance can be quite harsh and hard hitting and some parents can't afford the fines.</p> <p>Being late for a session counts towards a student's attendance – there are 2 sessions per day. A student arriving at 9am would be marked as a late.</p> <p>There are about 30 students out of catchment per year group.</p> <p>A student level report can be run from Sims which the Attendance Officer completes monthly. Attendance is highlighted in assemblies and on the Family Information Evenings.</p> <p><b>Q Is there a legal question that can be asked to find out if a parent is at home with a student if they are at home unwell?</b></p> <p>It was felt this is only applicable with children 12 and under.</p> <p><b>Page 7</b></p> <p>Mrs Twilley showed the Peer Review team a graph that showed the 10 in 10 (students that are having broken weeks.) The Attendance Officer contacts Tutors about any student's that are having broken weeks so they can make the student aware of the situation.</p>
		<p><b>Teaching School status</b></p> <p><b>Q A Governor asked who will manage the teaching school?</b></p> <p>TS replied that KC will be the school lead – KC will have reduced teaching time to create one day per week for Teaching School activities this will be funded by the grant and also be used to back fill the cover. We will need a Modern Foreign Languages teacher 0.4 - 0.5 to give KC more time for the teaching school. We hope the Teaching School will eventually generate</p>

Signed ..... (Chair)

Date .....



**FULL GOVERNING BODY MEETING MINUTES**

		<p>income into the school. The school has been asked to join a project with the Local Authority (LA) - money is given to the school for this. Other members of staff will be offered opportunities for strands of teaching at the teaching school and enhancements will be offered.</p> <p>A Governor mentioned about the behaviour problems in lower years at the school. TS said that the INSET day next week is devoted to behaviour management for all staff. Senior Leadership Team (SLT) on call can be contacted by teachers during lessons as well. The house teams are piloting individual A4 passports which include information about high profile students including their triggers. This will be available for all staff and will be started for Year 7s.</p> <p><b>Q Is the behaviour policy being consistently followed by all staff?</b> Not at all time – this is why the INSET day is being devoted to behaviour management.</p> <p>JG said to the Governors that MK is leaving at the end of term – the Governors wanted to thank MK for all his work on pupil premium.</p> <p>The Governors wanted to thank Tony Smith for his work with Pells.</p>
6.	<p>Re-cap actions of 6<sup>th</sup> May 2017 full governing body Saturday morning training session (Action from FGB 18/05/2017)</p>	<p>A copy of the Governor development review report was circulated was the agenda. This is also available in the Governor’s shared area.</p> <p>1. <b>Structures:</b> One of the actions put forward as part of the review was to review the structure of the Governing Body. Should there only be full governing body meetings with nominated Governors with responsibilities or should the school continue to have committee meetings and full governing body meetings.</p> <p>JG mentioned that MB previously mentioned that for a primary school just having full governing body meetings does work as they are smaller in size. But with a secondary school they have more complex detailed business.</p> <p>After much discussion it was felt the committees can drill down into items in more depth and the HT’s report at full governors meetings just provides a summary of key aspects covered at the committees. Governors could see a positive to both options. Governors felt that the Strategic Organisation Committee Meetings sometimes struggles with members attending the meetings. It was mentioned that a large number of Governors are educationalists and prefer to be on the Teaching and learning committee. A suggestion was put forward that committee meeting minutes could be circulated with the full governing body agenda and documents. But some Governors felt they would not have time to read them with all the other documents sent out for FGB meetings. Draft Minutes are emailed to all Governors after committee meetings. It was felt that at the moment</p>

Signed ..... (Chair)

Date .....



**FULL GOVERNING BODY MEETING MINUTES**

		<p>we should continue with committees and full governing body meetings.</p> <p>2. <b>Papers for governors meetings</b> – it was suggested that having one single PDF with all documents included with a cover sheet would be preferable. JG to speak to JK for ideas of layout. <b>ACTION:</b> JG to speak to JK about layout.</p> <p>3. <b>Communication</b> – It was felt that communication needed to improve so all Governors were aware of key aspects not just a committee - a bridge across both committees. Another suggestion was the two Chairs of the committees could meet up regularly – but this was felt this could be difficult with time commitments.</p> <p>It was felt another key aspect was getting agendas right.</p> <p>JG felt that next academic year’s Governing Body objective would be budget – impact of strategies and value for money.</p> <p>It was felt that MK’s format for the pupil premium report was clear and this would be a good layout for other documents.</p> <p>Some Governors felt the 15:30 start time for the committees was difficult for some Governors particularly those that work i.e. at other schools. It was advised the time was altered to 15:30 for SLT. TS said it is difficult balancing the two.</p>
7.	Peer review report (Action FGB 15/05/2017)	<p>A copy of the peer review report and targets were circulated with the agenda. These are also available in the Governor’s shared area.</p> <p>The Peer review is similar to what Ofsted would be looking at if they came into school to do a one day visit. The peer review focused on leadership. TS felt it was a productive process and it has helped SLT with some key issues. TS said there were no surprises – everything mentioned the school were aware of.</p> <p>It was mentioned in the report that Priory’s curriculum is expensive but TS said that this is due to our commitment of offering wider provision to the students. The report felt that larger classes (minimum of 26) may need to be looked into in the future due to possible budget cuts. This would impact the number of choices that would be available to students. If students can’t have the variety of options they want this could negatively affect the ethos and values of the school.</p> <p>It was also mentioned in the report that Governors should focus on impact and value for money rather than tracking actions. Some Governors felt that measuring impact is not that easy. A Governor mentioned this does not always need to be a big item it could be a smaller item and you could say</p>

Signed ..... (Chair)

Date .....



**FULL GOVERNING BODY MEETING MINUTES**

		<p>what you did and what was the impact – this could be verbal evidence.</p> <p>Another suggestion was the Self Evaluation Form (SEF) is very detailed but would benefit from an executive summary outlining i.e. the impact of actions taken to address the key issues for action from the last Ofsted inspection. The Governors felt this would be very useful.</p> <p>TS asked the Governors if they would be willing to support the school in commissioning a Safeguarding review as mentioned in the report to quality assure the safeguarding processes in place. The Governors asked if TS felt that this was value for money. TS felt this would be value for money as the LA would be more reasonable priced than other agencies. <b>The Governors agreed to this report to being commissioned.</b></p>
<p>8.</p>	<p>Safeguarding update</p> <p><b>AW, GAJ, MB, JK &amp; SR</b> – Prevent online training</p> <p><b>GW</b> – Safeguarding (renewal) online training</p>	<p>JG asked if Governors could try and complete their Prevent online training and Safeguarding online (renewal) training.</p> <p><b>ACTION:</b> Clerk to send reminders.</p> <p>TS mentioned that at a recent meeting he attended there was five minutes given to an item on weaknesses in school Safeguarding and schools were given the slides on this item. TS has gone through these slides with SLT. One issue is with the fair access protocol; the school sometimes wait two weeks to receive the student file. ESCC have a problem with movement of data. The Designated Safeguarding Leads need to be provided with more time to do their role. This would affect budgets as teaching would need to be covered.</p>
<p>10.</p>	<p>Policy Reviews</p>	<p>Copies of the policies were circulated with the agenda. These are also available in the Governor’s shared area.</p> <p><b>The following policies was agreed:</b></p> <ul style="list-style-type: none"> <li>• Work related learning (minor changes)</li> <li>• Uniform (minor changes)</li> <li>• DBS Policy statement (ESCC)</li> <li>• Personal Files: policy on access, storage and retention (ESCC)</li> </ul> <p>A Governor asked if supervision files are kept after six months TS advised that files are sent to The Keep for filing after this time. A Governor raised about the General Data Protection Regulations (GDPR) coming in April 2018. This would cover every piece of information held in the school. It was also raised if Sims would be under this criteria TS advised Sims was fine. Schools are terrified about GDPR. Stage 1 is a complete audit of all data.</p> <ul style="list-style-type: none"> <li>• Recruitment of ex-offender (updated ESCC version)</li> <li>• Sickness absence and pay (ESCC)</li> <li>• Display Screen Equipment (updated ESCC version)</li> </ul>

Signed ..... (Chair)

Date .....



## FULL GOVERNING BODY MEETING MINUTES

		<ul style="list-style-type: none"> <li>• Disability equality in employment (ESCC)</li> <li>• Dignity at work (ESCC)</li> </ul> <p>Support Staff appraisal document</p>
	School Development Plan (SDP)	<p>A copy of the SDP was circulated with the agenda. This is also available in the Governor's shared area.</p> <p>A Governor raised a question about the wording of 3.1, 3.2 and 3.3 should it be more reflective - TS said the wording used is the Ofsted categories.</p>
	Dates for your diary reminders	<ul style="list-style-type: none"> <li>• PQ reminded Governors' that the Staff Tea Party is next Thurs 6<sup>th</sup> July (INSET day) in the Staff Room 11am-11.30am. After some discussion it was decided that perhaps Danish pastries/nibbles would be provided.</li> <li>• BMAT visit of Helena Mills &amp; Marios Solomonides is next Fri 7<sup>th</sup> July in classroom 3 at 12:00 - 1:15.</li> <li>• Tuesday 5<sup>th</sup> September 16:00 Conference Room - FGB Business Meeting (Meet new staff at 15:30 in the Staff Room)</li> </ul> <p>The Governors wanted to thank JG for all his work.</p>
	360° review of Chair of Governor's performance 2016-17	<p>JG asked if Governors could provide the Clerk with comments/feedback on how they feel JG has been as Chair this academic year. Clerk will send out a form to all Governors via email. All comments will be anonymised by Clerk before JG receives comments/feedback.</p> <p><b>ACTION:</b> Clerk to send out form to Governors for comments/feedback on JG as Chair this academic year.</p>

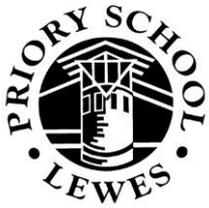
The meeting closed at 20:09

**Next meeting: Tuesday 5<sup>th</sup> September 16:00 Conference Room - FGB Business Meeting  
(Meet new staff at 15:30 in the Staff Room)**

ACTIONS			
ITEM	ACTION	RESPONSIBLE	UPDATE
3.	Clerk to send email to GW to ask for copies of the documents for the pupil premium folder for the Governors shared drive	Clerk/GW	Clerk emailed on 29/06/2017 at 15:24
5.	Governors asked if numbers of students could be added to the grid on page 5/6 of the HT's report	TS/Clerk	Future HT's reports
6.	JG to speak to JK about layout suggestions of single PDF for papers for	JG/JK	JG emailed JK 07/07/2017

Signed ..... (Chair)

Date .....



## FULL GOVERNING BODY MEETING MINUTES

	meetings		
8.	Online Prevent training for completion by AW, GAJ, MB, JK and SR Safeguarding online renewal training for completion by GW	AW, GAJ, MB, JK and SR GW	Clerk emailed on 28/06/2017 at 15:29 Clerk emailed GW on 29/06/17 at 15:30
	Clerk to email 360° review of Chair of Governor's performance document to all Governors for feedback	Clerk/Governors	Clerk emailed on 29/06/17 at 15:20

Signed ..... (Chair)

Date .....