

The Swanage School
 MINUTES OF A MEETING OF THE FULL GOVERNING BODY
 Wednesday 8 February 2017, 6.30pm

Present: Geoff Atkinson (Chair), Mark Hatto, William Knight, John Lejeune, Catherine Starmer-Howes, Tim Marcus, Stephen Parker, Alison Stephens, Carl Styants, Nicky Taylor, Isobel Tooley

In attendance: Sue Fletcher (Clerk), Katy Kerr (Business Manager), Jenny Maraspin (Deputy Headteacher)

Item		Action	Lead	Date
FGB 4.1	Apologies for Absence Apologies were received and accepted from Nick Brady, Tristram Hobson (Headteacher), Nicola Newman, James Peacock and Emily Wyer.			
FGB 4.2	Declarations of Interest There were no new declarations of interest or conflict with any agenda item.			
FGB 4.3	Minutes of the Last Meeting The minutes and confidential minutes of the meeting held on 7 December 2016 were confirmed as an accurate record and signed.			
FGB 4.4	Matters Arising <u>FGB 3.7 Strategic Plan</u> It was noted that the steering group had not yet met again to take forward the detailing of the strategic plan. Discussion of the plan will be carried forward to the next meeting.	Convene Steering Group	Clerk	Feb '17
FGB 4.5	Headteacher's Report (Deputy Headteacher) The board had received a written report from the Deputy Headteacher (deputising for the Headteacher). This outlined current staff and student numbers, exclusions, progress on the objectives of the School Development Plan and events that had taken place since the last report. A 3-day fixed term exclusion, following an incident which had occurred since the report was written, was verbally reported. In response to questions from governors, JM confirmed that a 0.4 full time equivalent (FTE) post will be recruited in place of the full time music post being vacated in July 2017. As the current postholder had a			

consultancy on academic challenge, the curriculum and assessment framework, and continuing professional development (CPD). In response to questions, JM confirmed that even without the teaching school status, the school would continue with relationship-building, outreach work and joint enterprises with other schools, but as a lower priority. Teaching school status, and funding that it would bring, would enable this work to happen more quickly and to a deeper level. In addition to the initial funding provided by the Department for Education (DfE), achieving teaching school status would open up access to project grants for work with other schools.

The board discussed the proposal at some length. The benefits of achieving teaching school status were understood, including potential benefits for students and staff arising from continued, and recognised, excellence in teaching and learning, and the potential increase in student numbers and benefits for recruiting and retaining excellent staff this should bring. In addition, informal relationships with local schools could be developed into a formal teaching alliance, to the benefit of teacher development and educational standards across the local area more generally. JM confirmed that, to date, two of the feeder primary school heads were aware of the desire to become a teaching school and viewed the ambition favourably. The primary focus of the board's discussion, therefore, was on how the school would handle the potential implications for its current staff and the ability to handle the additional workload without any slippage of high standards at the school, as well as ensuring there would be a plan for appropriate use of the funding received and on ensuring financial sustainability once this start-up funding ceased.

JM confirmed that initially the time burden would primarily be for herself and TH, the headteacher, both of whom currently teach mathematics in addition to their other duties. The 2017/18 staffing model reduces teaching load for JM and removes it entirely for TH, covered by an extra 0.5 FTE of another mathematics teacher who currently also teaches science. The science element would be covered by a new appointment. These staffing changes were set to take place in any event. JM expressed a hope that the teaching school model may allow for greater investment in teacher and middle-leader development, in collaboration with other schools. The question of whether the impact of becoming more outward-looking might lead to a reduction of high standards within the school, as a result of attention being diverted or workload too excessive, was a prime concern for governors and recognised by the SLT. The need for governors to continue to focus on the internal standards and hold the SLT to account for these was noted, and JM confirmed that a "brake" could be applied at any time in terms of the work and projects being undertaken with other schools.

In relation to funding, it was confirmed that during the implementation phase the school would receive DfE funding of £60k in Year 1, £50k in Year 2 and 40k per annum in Years 3 & 4. These funds would be ring-fenced for appropriate teaching school use. No funding is received from Year 5 onwards, by which time the activities and their organisation and administration need to be self-sustaining. Project grants and charging for consultancy

	<p>work would be additional sources of funding. A number of governors suggested that the school consider funding the employment of a staff member for the organising, administration and marketing of teaching school activities and of a formal teaching alliance once established. The Chair of the Finance & Premises Committee noted that there was a need to ensure that any future formal teaching alliance arising from achieving the teaching school status was self-funding in the longer term and must not be subsidised by pupil funding. He suggested that once the status is achieved, a steering group should consider the mechanism for charging and cross-charging, and for the “rules” of joining an alliance, to ensure that these are considered early in the development phase, and that the forming of a teaching alliance is not undertaken until the right processes for charging and governance within such an alliance are in place.</p> <p>JM confirmed that the SLT believed there was sufficient time to be able to make a good case in their bid for teaching school status, within the upcoming application window. If not successful, valuable feedback would be received. She noted that to retain teaching school status, once achieved, the school would be required to submit an annual report and, in theory, status could be removed.</p> <p>APPROVED, in a unanimous vote, that the school should pursue the objective of becoming a teaching school. Whilst the time-frame for submitting an application for teaching school status would be a matter for the Senior Leadership Team, the vote was taken in the knowledge that the SLT would work on submitting a case in the upcoming application window (March 2017).</p> <p>AGREED that a working party be established to look at financial processes and ongoing monitoring if the bid is successful.</p> <p>JM thanked governors on behalf of herself and TH.</p>	Apply for status	TH/JM	Mar '17
FGB 4.7	<p>Term Dates 2017/18 Proposed term dates for 2017/18 had been circulated. These followed the dates for maintained schools in Dorset with the exception of an earlier end, on Friday 20th July 2018 rather than Wednesday 25th July 2018.</p> <p>APPROVED the proposed dates.</p>			
FGB 4.8	<p>Admission Arrangements 2018/19 Minor clarifications to the published Admission Arrangements were proposed, as a result of a discussion at a recent meeting of the Governors’ Student Admission Panel. These clarified the process for admission outside of normal year groups and in-year admissions. It was noted that the Published Admission Number (PAN) which</p>			

	<p>is currently 84 per year group is not subject to formal review and no changes were proposed at the present time.</p> <p>APPROVED the minor amendments to the published Admission Arrangements for 2018/19 and AGREED to leave the Published Admission Number at 84 per year group.</p> <p>JM gave a brief update on the school transport policy for Dorset, as had been discussed at the meeting of the Community & Engagement Committee on 18 January 2017, but the outcome of any county-level discussion was not known. Whilst recognising that some governors were concerned about the the unfairness created by the current provision, others noted that they had previously expressed disquiet about making a case for change that would potentially lead to the removal of free transport from Swanage to The Purbeck School, as this would be a barrier to choice for many parents in Swanage, contrary to the vision of increasing choice when establishing the school.</p>	Update and publish	Clerk	Feb '17
FGB 4.9	<p>Committee Reports Minutes had been circulated of recent committee meetings:</p> <ol style="list-style-type: none"> 1) <u>Community & Engagement Committee (18 January 2017)</u> In highlighting the main business of the committee, AR noted that Simon Kidby from Schools Plus had attended to present on the current position and future plans for the letting of the school's facilities out of hours. In addition, there had been discussion of the local school transport policy and of application numbers and admissions marketing. A meeting of the steering group for marketing would take place after half-term. 2) <u>Finance & Premises Committee (25 January 2017)</u> WK reported that the committee had considered a pay-scale for non-teaching staff and, being happy with it from a financial perspective, recommended that the Staffing Committee now consider it. The committee had also looked at risk analysis, as required annually. Whilst historically undertaken by the Finance & Premises Committee, it was proposed that each risk is reviewed by the most relevant committee in future. This was AGREED. 3) <u>Student Committee (1 February 2017)</u> IT reported that presentations from a student on academic challenge and from Sarah Everitt, the Curriculum Area Leader for mathematics, design & technology, catering and computing, had demonstrated that the school is generally on top of these areas and addressing weaknesses that have 			

	<p>been identified. EW, the link governor for mental health, had met with the Safeguarding & Welfare Officer to conduct an audit of current provision and had been pleased by the level of the current offer for students in this regard. Further meetings were planned and a policy would be considered. Autumn Term progress data for Years 8 and 9 had led to questions in relation to a gender gap (with girls generally performing higher than boys) and in relation to the poorer expected progress recorded for those entering on higher SATs levels. TH and JM would be looking at these issues for report back to the next meeting of the committee.</p> <p>In addition, the board received a verbal report on:</p> <ol style="list-style-type: none"> 4) <u>Governors' Admission Panel (16 January 2017)</u> WK had chaired this panel and reported that an in-year admission to Year 8, above the Published Admission Number, had been agreed in exceptional circumstances. This admission had not been contested by the school and in making the decision the panel was mindful of the criteria that an Independent Appeals Panel would have taken into account if the admission had been refused. 5) <u>Governors' Exclusion Panel (12 December 2016)</u> IT had chaired this panel and reported that the panel had upheld the decision of the headteacher to permanently exclude two students for an incident which constituted a single, serious breach of the behaviour expected of students. In doing so, the panel had noted that the school had provided appropriate support in intervention with these students before this incident. 		
FGB 4.10	<p>Link Governor Reports</p> <ol style="list-style-type: none"> 1) <u>Safeguarding</u> AS noted that the annual safeguarding audit had just been completed, and would be reported at the next meeting of the full governing body. 2) <u>Parent Link</u> JL reported having had numerous positive conversations with parents and had received positive feedback regarding the authentic assessment evenings. 		
FGB 4.11	<p>Governor Development & Training</p> <ol style="list-style-type: none"> 1. <u>Succession planning and development for chair-ships</u> 		

	<p>In noting that governance had been considered by Ofsted to be a strength of the school, the Chair remarked that a number of new governors had joined since that time, bringing with them a wealth of additional, excellent experience. Noting that training may provide theory but not practical experience, he invited all governors to think what additional roles they may wish to take on and to talk to the governors currently doing these roles with a view to seeking opportunities to gain practical experience and information.</p> <p>The Chair announced that he was not planning to stand for re-election when his tenure as chair ended in September 2017.</p> <p>2. <u>Training – National Governors’ Association</u> The Clerk had circulated information about new on-line training that the National Governors’ Association would be launching in the summer of 2017. Further information was yet to be received and would be forwarded when available. The cost would be £150 per annum for the school to subscribe and this would cover all current governors and any new governors appointed during the year. Whilst a look at, or trial of, the training modules would be welcome when available, a number of governors showed an initial interest in accessing training this way.</p> <p>3. <u>Feedback from any training attended or visits to the school</u></p> <ul style="list-style-type: none"> - JL and AR had conducted mock interviews for students seeking work experience. - IT had met with JM, who reported finding such meetings helpful in enabling a step-back from day-to-day work to refocus on the big picture. 			
FGB 4.12	<p>Any Other Business There was none.</p>			
FGB 4.13	<p>Confidentiality No item would require confidential minutes.</p>			
	<p>The meeting closed at 8.05pm</p>			