

THE SWANAGE SCHOOL
MINUTES OF THE MEETING OF THE FULL GOVERNING BODY

Wednesday 13 May 2015, 6.30pm

Present: Paul Angel (Chair), Geoff Atkinson, Nick Brady, Vikki Edwards, Lisa Gray, Tristram Hobson (Headteacher), William Knight, John Lejeune, John Palmer-Snellin, Steve Parker, Amanda Rowley, Lorna Russ, Al Stephens, Carl Styants, Isobel Tooley.

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

Item		Action	Lead	Date
F6.1	APOLOGIES FOR ABSENCE Apologies were received and accepted from Helen O'Connor.			
F6.2	DECLARATIONS OF INTEREST There were no declarations of new business interest or potential conflict of interest arising from any agenda item.			
F6.3	GOVERNING BODY CONSTITUTION			
	1. <u>Staff governor vacancy</u> The Clerk reported that she had emailed all staff regarding the vacancy on the governing body. It was agreed that newly appointed staff taking up position in September should also be emailed.	Email newly appointed staff.	Clerk	20.05.15
	2. <u>Sub-committee membership</u> Lorna Russ was appointed to the Student Committee. Vikki Edwards would continue with the Staffing Committee only and therefore would be taken off the Student Committee membership.			
F6.4	MINUTES OF THE PREVIOUS MEETING The minutes of the meeting of the Full Governing Body held on 17 March 2015 were confirmed as an accurate record and signed.			

F6.5	<p>MATTERS ARISING & ACTIONS</p> <p><u>F5.6 Scheme of Delegation</u> The Scheme of Delegation had been updated, following changes agreed at recent meetings of the governing body, and was available to governors on the OneDrive. It was agreed that further work was needed on the Governor Panels and that this would be taken forward by the Chair with Isobel Tooley and William Knight.</p>	Discuss and update the SoD in relation to Governor Panels	PA WK IT	15.06.15
	<p><u>F5.8 Policies</u> The E-safety Policy had been approved at the previous meeting, subject to several minor changes that were still to be made. The SEND Policy had been published.</p>	Finalise updates on E-safety Policy & publish	TH	22.05.15
	<p><u>F5.9 Mobile phone use</u> TH confirmed that a new practice in relation to mobile phone use had been introduced, with students being required to leave their phones in lockers throughout the school day, including at break-times and during lunch. The move had proved to be relatively uncontroversial, with the majority of the parents who responded to a questionnaire supporting the implementation of the new rules. A positive change in student behaviour during breaks and lunch was reported, with increased sociability and use of outside spaces.</p>			
	<p><u>F5.11 Governor self-assessment</u> i) <u>360 degree review of the Chair</u> The Chair reported that he, GA and the Clerk had met to discuss conducting a 360 degree review of his performance as Chair. A survey would be circulated to all governors, the Clerk and the Senior Leadership Team (SLT). From this, feedback would be collated and a report given by GA to the Chair identifying strengths, weaknesses and areas for development. The responses could be anonymous should respondents wish.</p>	GA to circulate survey. Respondents to complete and return by 01.06.15	GA All	01.06.15
	<p>ii) <u>Succession planning</u> The Chair noted that each year there should be an election inviting potential Education Swanage governors to stand and that he would meet with the Clerk and current sub-committee chairs to decide how best to take this forward. Succession planning for Chairmanship of the governing body and the sub-committees would also be considered.</p>	Arrange meeting.	Clerk	20.05.15

	<p>iii) <u>Skills audit</u> GA reported further on the outcome of the skills audit surveys (see minute F5.11.2 of the FGB held on 17 March 2015). 11 responses had been received and skills/attributes considered essential to be an effective governor were well covered. A number of specific skills looked slightly weaker on paper, for example premises, human resources, health services, quality assurance and legal. However, not all governors would be expected to possess these skills and it was felt that there were sufficient specialists for most of these areas, or access to suitable external support (for example in the case of human resources and legal advice) as and when required.</p>			
	<p>WK reported that the Finance & Premises (F&P) Committee had conducted it's own audit of skills, which showed there to be strong coverage of finance, premises and procurement skills.</p>			
	<p>Positive remarks in terms of support and the skill set of the governing body were made by the Headteacher and Business Manager.</p>			
F6.6	<p>HEADTEACHER'S REPORT TH highlighted a number of points made in his written report:</p>			
	<p>1. <u>Teaching & learning</u> All the lesson observations conducted by the Headteacher or Deputy Headteacher had been rated as good or outstanding. Innovative differentiation strategies had been shared during the Continuing Professional Development (CPD) meetings and are being implemented as standard practice in classes. In line with the new Special Educational Needs (SEN) code of practice, all teachers have become responsible for SEN and it's integration into lessons. Teaching Assistants (TA's) have been given increased autonomy and time to take ownership of differentiation activities in class, meeting with teachers to plan work and to contribute to context sheets. This had been well received by staff and said to be having a positive impact in class.</p>			
	<p>A number of initiatives are in place for the academically more able students across subjects. As an example, TH outlined several opportunities for talented artists, including displaying work during Purbeck Art Week.</p>			
	<p>The intervention programme for those students requiring support in literacy and maths had been reviewed and a few changes implemented.</p>			

	<p>2. <u>Student achievement</u> Generally students are making good progress, and on the whole better than national averages although a number remain of concern with progress below expected level. A controlled assessment in English for Year 10's had shown very positive results. A thorough analysis of the data for Pupil Premium students had been undertaken by the link governor, which also showed positive results (see F6.11.2 below).</p>			
	<p>3. <u>Behaviour</u> i) <u>Attendance</u> Attendance continues to be a primary area of concern, with a number of persistent absentees. It was noted that four student cases had been referred to the Dorset County Council (Dorset CC) intervention team, however staff shortages are impacting the level of support they are able to provide at present. With such small overall numbers at the School, it was noted that this represents 2% of the student body, with the impact on attendance figures appearing disproportionately high.</p>			
	<p>Governors asked if truancy (absence without parents' knowledge) was an issue, but this was believed to be very rare.</p>			
	<p>The School was attempting to address the academic disadvantage caused by lack of attendance through additional sessions at lunchtime and booster catch-up sessions during challenge weeks. Incentives for good attendance, for example house points, tutor group prizes and ability to attend trips, were in place. A number of other strategies were discussed, such as the feasibility of deploying a member of staff as a "door-knocker" to follow up on absences face-to-face with students and parents on the day.</p>			
	<p>AGREED that CS would co-ordinate a task force of representatives from the School and relevant external parties to further discuss issues of attendance and strategies that might be employed to tackle it.</p>	<p>Establish task-force.</p>	<p>CS</p>	<p>30.06.15</p>
	<p>JPS and JLJ offered to be part of this task force.</p>			

	<p>ii) <u>Student self-efficacy</u> The bid for a Department for Education (DfE) grant (reported in the minutes of the FGB meeting held on 4 February 2015 (F4.8.ii)) had not been successful, however it would help inform the development of the Swanage School Challenge Award. Currently, several projects were helping students develop self-efficacy skills and gain confidence, for example the work with Durlston Nursery, Year 10 work experience, Year 9 working with the Children’s Centre in Swanage, and maths masterclasses being given to primary school children. A number of after school clubs were also encouraging new skills and experiences.</p>			
	<p>VE offered to be part of any task force set up to look at boosting confidence and self-efficacy.</p>			
	<p>4. <u>Leadership and management</u> Joint learning walks, where TH or JM and a teacher would watch peers teach, had to date been infrequent but were planned and would be reported on at the next meeting.</p>			
	<p>“Show My Homework”, the online portal for homework management, and “Parent Pay” for cash-less purchasing of snacks and lunch, were both considered a success and were said to be working well for parents, students and staff.</p>			
	<p>TH praised the way the website is looking, recording thanks to Paul Angel and the Blue Level design agency for their work.</p>			
	<p>Thanks were recorded to Lisa Gray for her work on the recent British values challenge day, which had gone extremely well.</p>			
	<p>A local news item on South Today, including an interview with TH, was felt to have reflected the School well.</p>			
	<p>Interviews for staff for September continue, and TH gave thanks to Geoff Atkinson for his help.</p>			
F6.7	<p>POLICIES 1. <u>Complaints Policy</u> The policy had been updated to reflect that in it’s existing form it did not cater explicitly for complaints against the headteacher.</p>			

	SP commented that the introductory page could benefit from being slightly re-drafted, but this didn't affect the policy and procedure.			
	APPROVED the redrafted Complaints Policy. SP to update the introduction which will be circulated by email for agreement.	Update intro. Circulate. Publish.	SP Clerk Clerk	20.05.15 20.05.15 20.05.15
	2. <u>Safeguarding Policy</u> AS introduced the redrafted policy, explaining that it is a mandatory policy, written by Dorset CC Safeguarding Services. The amendments were in line with recently revised DfE guidance.			
	APPROVED the redrafted Safeguarding Policy.	Publish.	Clerk	20.05.15
F6.8	SCHOOL DATES TH presented proposed term dates for the academic year 2015-16. In response to questions from governors, he explained: - the start of the academic year being on a Friday for most students resulted from there being a Bank Holiday Monday followed by two days of staff induction on Tuesday and Wednesday and a separate start for new Year 7 students on Thursday, which the SLT did not wish to compromise. The Friday would be billed as a fun day for the start of the new session, with classes proper starting on the following Monday. It was suggested that Year 11 students return on the Thursday. - the rationale for finishing on a Friday at the end of the academic year, resulting in three days less than for most Dorset schools, was that these days were felt to have little educational benefit whilst an earlier finish would be a moral boost to both students and staff.			
	APPROVED the school dates as presented, with the addition that Year 11 students return on Thursday 3rd September 2015 with the new Year 7 intake.	Update.	Clerk TH	20.05.15
F6.9	STAFF ABSENCE FUND KK explained that both the Staffing Committee and the Finance & Premises (F&P) Committee had considered the issue of building up a reserve for staff absence, rather than taking out third party staff absence insurance. The F&P Committee recommended to the FGB that the most appropriate way to do this was through the creation of a Designated Fund, the terms of reference for which were outlined in the accompanying paper.			

	<p>APPROVED the establishment of a Designated Fund to self-insure for staff absence as set out in the accompanying paper, that is:</p> <ul style="list-style-type: none"> - an initial deposit of £20k should immediately be set aside from the cash surplus - £15k per annum for the next two years be added, and £10k per year thereafter - if the balance reaches £50k contributions would cease and recommence only to top the fund balance back up to £50k and then at a rate not exceeding £10k per annum. - the funds should only be spent on the payment of staff to cover staff absence that exceeds 5 - consecutive working days. 	Implement	KK	30.06.15
F6.10	<p>REPORTS FROM COMMITTEES Received the draft minutes from the sub-committees and a brief verbal summary as follows:</p>			
	<p>1. <u>Student Committee</u></p> <p>i) Literacy - Kay Lawton, the Curriculum Area Leader for English, had delivered a presentation on the assessment of literacy levels, literacy targets and the interventions in place for those students who require support. A presentation and discussion on mathematics interventions would be held at the next meeting of the Student Committee.</p>			
	<p>ii) Progress data - a number of issues with reporting from the Progresso Management Information System meant that full consideration of progress data was carried forward to the next meeting. The issues had since been resolved and IT, the link governor for Pupil Premium, had analysed the data (see F6.11.2 below).</p>			
	<p>iii) Policies - the Preventing & Tackling Bullying Policy, Drugs Education Policy, Academically More Able Students Policy and Home Learning Policy had all been re-approved.</p>			
	<p>iv) Authentic assessment - feedback on authentic assessment evenings from the link governor for parents had been discussed. The SLT had since decided upon a number of changes, to combine the “show-and-tell” elements of the authentic assessment evenings with an opportunity for one-to-one meetings with tutors in the style of a traditional parents evening.</p>			

<p>2. <u>Finance & Premises Committee</u></p>	<p>i) Admissions - the School is fully subscribed for September 2015, with 84 offers having been made and at present two applicants on a waiting list. The F&P Committee had discussed the financial and logistical challenges that would arise if an external appeals panel were to admit additional students. It was felt that the School should argue for keeping admission at no more than 84 for the coming academic year, but give consideration to raising the Published Admission Number significantly for future years if applications look promising, thereby achieving economies of scale that would balance the additional funding with costs of increasing from 3 to 4 classes in each cohort. The F&P Committee would look at the detail in due course and make a recommendation to the FGB.</p>	<p>Consider PAN</p>	<p>F&P</p>	<p>Dec 15</p>
	<p>AGREED that the SLT should seek advice from the Poole appeals panel.</p>	<p>Contact Poole appeals panel.</p>	<p>TH/KK</p>	<p>08.06.15</p>
	<p>ii) Budget - the Committee had considered the draft budget for 2015/16 and the outline 5-year forecast. These had been based on assumptions that funding per pupil will remain the same over the five year period, with inflation added for salaries and other areas at 1 and 2%. Whilst the 5-year forecast shows some losses in the next few years, a small surplus is forecast by time the School reaches a steady state (deemed to be five full cohorts of 84 students) in 2019/20. The budget will be approved by the next meeting of the Committee for recommendation to the FGB.</p>			
	<p>iii) Lettings - the Committee approved a contract with Schools Plus for the management of lettings of the buildings, sports hall and grounds when not in use by the School, subject to a minor change in relation to an existing relationship with the Cricket Club. A conservative estimate of earnings from lettings had been included in the budget.</p>			
	<p>iv) Premises - a significant number of building issues are still to be resolved, on which discussion with Kier was ongoing. The final snagging list had been agreed and there was optimism that the major issues would be addressed during half-term or the Summer holidays, along with the many minor issues.</p>			

F6.11	<p>REPORTS FROM LINK GOVERNORS</p> <p>1. <u>SEN & safeguarding</u> AS reported that safeguarding audit actions had been completed, the new DfE documents on Keeping Children Safe in Education had been circulated to all staff and governors, and the Safeguarding Policy updated. Governors had received minutes from recent SEN and safeguarding meetings held between the link governor and staff at the School.</p>		
	<p>2. <u>Pupil Premium</u> IT summarised two reports which had been circulated:</p> <p>i) Year 7 - approximately a quarter of students arrived with SATS attainment Level 3 or below (against the expected Level 4) and have been making good progress at the School, indicating that the Year 7 catch up funding has been used effectively in combination with Pupil Premium spending. However, the progress of Pupil Premium students who arrived with Level 4 attainment is below target in all subjects and less than the non-Pupil Premium students at this level. This has been raised as a concern with TH and JM.</p>		
	<p>ii) Year 8 - the overall picture was looking very good. Pupil Premium students were not falling further behind, and data indicated that the gap between Pupil Premium and non-Pupil Premium students is closing. JM added that she was particularly encouraged by the progress of the Year 8 students, this being the first cohort that had been at the School since the start of their secondary education at age 11. Progress for the Pupil Premium students who came in at Level 3 or below is particularly good in this cohort.</p>		
	<p>iii) Years 9 and 10 - presentation of data has been reviewed for these year groups, so that it better accommodates different patterns of progress (flight-paths) across the different subjects. Using estimates of progress between Year 6 SATS and GCSE based on the FFT Aspire database, the School has set benchmark targets against which progress can be measured on the basis that the School will be in the top 20% most effective schools nationally. Teacher estimated grades are compared with the benchmark grades to give a progress indication. Overall, the School appeared to be on track with most groups of Pupil Premium students and all groups of non-Pupil Premium students showing progress that indicated the benchmarks would be met or exceeded. Where progress is not quite on track for particular small groups of Pupil Premium students this had been identified.</p>		

	iv) Coastal schools - a paper had been circulated which showed that coastal areas score quite highly in terms of Pupil Premium students and that nationally there is a low rate of relative progress among these students. Whilst there were no conclusions indicating particular action the School might consider, it showed that school results can be influenced by the backgrounds from which the catchment of Pupil Premium pupils is drawn.			
	Governors thanked Isobel Tooley for her thorough work and reports.			
	3. <u>Parent link</u> JLJ reported on a government funded research project on parental engagement, which concluded that parental engagement should be a priority for Schools as it is so fundamental to student achievement. A link to this paper will be circulated to all governors.	Circulate	Clerk	20.05.15
	JLJ's report on authentic assessment had been circulated to all governors, and had been discussed at the Student Committee on 29 April 2015 with conclusions reported on above (F6.10.1.iv). Several governors found the negative comments on uniform surprising, although this was balanced by anecdotal evidence that positive comments are also heard. Whilst uniform could be considered as an item for a future parent survey, some governors were cautious about taking action that might lead to a suggestion of change to the uniform given that this was not a priority and would likely lead to expense for parents.			
F6.12	OPEN DAY PA noted that the School's Open Day is to be held on 6 June 2015 and governor volunteers would be welcome to ensure there is a governor presence throughout the day. AGREED PA would email governors about the Open Day and organise a rota. Any specific ideas on how governor involvement might work best would be welcome.	Email, rota.	PA	20.05.15
F6.13	GOVERNOR MONITORING, DEVELOPMENT & TRAINING 1. <u>Governor visits to School</u> TH reported that HOC had undertaken a governor visit to School.			

	<p>2. <u>Governor training</u> A number of governors had attended training held by Dorset CC Governor Services:</p> <ul style="list-style-type: none"> - CS and SP had attended a Financial Assurance course. - LR had attended a New Governor course and Safeguarding 1. - JLJ had attended Safeguarding 2. 			
	<p>3. <u>Current training needs</u> The Clerk reminded governors that Dorset CC courses are free, given the School's subscription, or that special requests for private courses or for hosting courses could be made.</p>			
F6.14	<p>ANY OTHER BUSINESS None.</p>			
F6.15	<p>CONFIDENTIAL ITEMS None.</p>			
F6.16	<p>CLERK'S REPORT</p> <p>Date of next meetings: Staffing Committee - 10 June 2015 Student Committee - 17 June 2015 Finance & Premises Committee - 24 June 2015 Full Board of Governors - 30 June 2015</p>			
	<p>The meeting closed at 8.30pm</p>			