



Working and learning together for success

**SARISBURY CHURCH OF ENGLAND JUNIOR SCHOOL**

**FULL GOVERNING BODY - STRATEGIC MEETING MINUTES**

**22 January 2020 at 5.00 pm**

<b>Present:</b>	Andrew Stockton (HT)	Headteacher Governor
	Robert Rees (RR) (Chair)	LA Governor
	Lynsey Rose (LR) (Vice-chair)	Co-opted Governor
	Marisa Lamb (ML)	Co-opted Governor
	Sharon Hamblin (SH)	Co-opted Governor
	James Whittingham (JW)	Parent Governor
	Steven West (SW)	Parent Governor
	Roxanne Lines (RL)	Parent Governor
	Rebecca Paddock (RP)	Staff Governor
	Janet Dulleddge (JD)	Foundation Governor
	Sandy Matheson (SM)	Foundation Governor
	Richard Mackenzie (RM)	Foundation Governor
	<b>In Attendance:</b>	Kelly Reid (Clerk)
	Charlotte Weavers (CW)	Associate Member

**Quorate:** Yes

Item		Action
<b>1.</b>	<b>Welcome and Apologies</b>  The meeting opened at 5.03 pm. Governors were welcomed to the meeting by the chair.	
<b>2.</b>	<b>Declarations of pecuniary interest</b>  There were no declarations.	
<b>3.</b>	<b>Agree any urgent business</b>  There was no urgent business.	
<b>4.</b>	<b>Minutes of the FGB Strategic meeting held 11 September 2019</b>  The minutes of the FGB Strategic meeting held on 11 September 2019 were circulated to governors before the meeting. The minutes were agreed as a true and accurate record and signed by the chair.	

**Matters arising from the FGB Strategic meeting held 11 September 2019**

Item	Action	By	Completed
11/09/2019 2	Complete annual declaration of pecuniary interest.	RP, SH, JD and SM	<b>Yes</b>
11/09/2019 11.3	Finance and Resources Committee agenda item on the school expansion	Clerk	<b>Yes</b>
11/09/2019 14.3	Circulate Governor visits policy	HT	<b>Complete.</b>
11/09/2019 14.3	Circulate high impact teaching plans	HT	<b>Complete.</b>
11/09/2019 15.1	Termly agenda item for trust deed impact statement or forging links update.	Clerk	<b>See item 9</b>
11/09/2019 14.2	Send FGB minutes to Diocese termly	Clerk	<b>Complete.</b>
11/09/2019 17.3	Co-option of ML and SH on next FGB agenda	Clerk	<b>Complete.</b>
11/09/2019 17.5	Book WGBT 'Evaluating SMSC'	SS	<b>Complete.</b>
11/09/2019 17.5	Discuss potential of cluster training for governors on safer recruitment at headteachers' meeting.	HT, CW	<b>This was raised at cluster; the group is meeting again tomorrow.</b>
11/09/2019 17.9	Provide pen portraits and a photograph for the school website	RM JW	<b>Complete. Pen portraits are required for the new parent governors. The headteacher will use their election statements for this</b>

**6. School Improvement Plan – review progress**

The Strategic School Improvement Plan (SIP) was circulated to governors before the meeting. The headteacher advised that areas highlighted in blue are a work in progress, areas in green are completed and un-highlighted text has not been introduced yet.

The headteacher discussed key points from the plan. There is an ongoing action plan for Rights Respecting (objective 2). The school is ensuring that this is embedded in the curriculum and is aiming for gold accreditation. There is a weekly assembly led by the assistant headteacher.

Regular review of 'time out' visits has not been introduced as the school will train the team captains and peace team members first. Learning walks will start in the spring term.

	<p>A governor commented that John Swindell has developed work with parents that would reinforce the peace message and use the same language as the school.</p> <p>Objectives 3 and 4 are for English attainment. Reading is the primary focus. The end of Key Stage 2 test is a barrier to less confident readers. Reading is also a focus for Ofsted. The headteacher commented that the school wants to break the 80% age-related expectations (ARE) barrier and has set ambitious targets.</p> <p><b>Q – Is the system of identifying priority 1 and priority 2 children working?</b></p> <p>A – It is one of many strategies. Reading is not often a priority one target. There is a difference between reading and reading for meaning. Reading for meaning is a skill that all children should be able to access. It can be a challenge; children can read but need inference skills and vocabulary knowledge. Knowledge comes from across the curriculum in the reading test. An example is the use of the word extinct, which is from the science curriculum.</p> <p>Objectives 5 and 6 cover attainment in maths. Training was given by Gareth Metcalf at a recent inset day. The impact of this can be seen in problem-solving. Vocabulary is also stronger. Staff use ‘S’ planning, a sequence of work that covers concepts and links in key performance indicators. This will scaffold learning effectively. Teachers consider ‘how does learning allow children to know more?’ and ‘how does learning allow children to remember more?’.</p> <p>Arithmetic is built into all areas and will increase confidence with problem-solving.</p> <p>The combined targets in objective 7 are ambitious. The current Year 6 cohort had attained 64/65% combined ARE on entry to the school. Last year it was around 75%. There will be cohort drift. The current Year 3 have a significant amount of special educational needs (SEN) and there is a wide variety of need.</p> <p><b>Q – How achievable are the targets given that it is cohort driven?</b></p> <p>A – We are on track in Year 6. Entry data suggests that attainment has increased. Targets are not unrealistic. Ofsted praised our high aspiration.</p> <p>Objective 8 is curriculum development. This is a key focus of the new inspection framework. All subject leaders need to be prepared to talk about the journey children take from Year 3 to Year 6. The headteacher encouraged governors to ask about the sequence of lessons – what came before and what comes next. Governors should ask how subject leaders support and challenge teachers.</p>	
<p><b>7.</b></p>	<p><b>Review and agree self-evaluation</b></p> <p>Two documents were circulated to governors at the meeting. The headteacher commented that the self-evaluation form (SEF) is currently being reworked. The first document has statistical data to support the judgements. Parent community views are from last year’s Parentview and are not from the Ofsted inspection. Parentview questions have changed so the school will encourage parents to complete these</p>	

	<p>again. Parentview gives a positive picture, this is also reflected in the open classroom surveys.</p> <p><b>Q – How many parents responded to these surveys?</b>  A – 128 responses to the Parentview. There were 40/50 responses to the open classroom survey, which is unusually low.</p> <p>The second document is how sections will be presented with an example of how the school meets the behaviour and attitudes criteria for good. The criteria for good was used as the school must meet every good criterion to be outstanding. The headteacher commented that it was a comprehensive view of where the school is.</p> <p><b>Q – The school is good at underpinning the ethos of respect. How do you prepare Year 6 for the transfer to secondary where they may meet children that do not share this ethos?</b>  A – Secondary readiness is not just accessing the curriculum. Children will experience new behaviours and relationships. We give children the moral compass to make the right choices and to be able to talk openly. We do work closely with Brookfield. There are challenges at secondary school, we do discuss these challenges and accepting difference. We focus on the small things at our school as these make a difference.</p> <p>Governors agreed the format of the SEF was useful. A governor commented that the good criteria may not be necessary. The school could start with the outstanding criteria as it knows it has met the good criteria.</p> <p><b>Q – Is there much intelligence regarding the parents’ responses that were disagree or strongly disagree?</b>  A – Sometimes we can recognise where these have come from. Sometimes we may need to explore further. We always look closely at the bullying question. 30% of parents responded, ‘I don’t know’ and we debate if this is because they have not experienced bullying or because our strategies are not clear. We are publicising our anti-bullying strategies on our website.</p>	
<p><b>8.</b></p>	<p><b>Review staffing structure</b></p> <p>A staffing structure was circulated to governors at the meeting. The headteacher commented that it was an effective staff structure using a flatter leadership model. The senior leadership team is the headteacher, assistant headteacher and the four year group leads. The assistant headteacher and the year leaders can deputise for the headteacher.</p> <p>Pay acronyms were explained. MPS is the main pay scale and UPS is the upper pay scale.</p> <p>Learning Support Assistants (LSA) are fluid and change with the need in school.</p> <p><b>Q – Is there an increasing profile of need?</b></p>	

	<p>A – There are more children with an education health care plan (EHCP) in Year 5 than in Year 4. There is complexity of need that can be managed in the classroom. Two children with EHCPs are expected to join the school in September.</p> <p>A governor commented that the school funds the first 12.5 hours of an EHCP. The headteacher advised that there is a good level of funding from Hampshire County Council (HCC) for the additional hours. It is a challenge to get additional resources and equipment as it should come from this budget. This is a move away from defining hours of support to a banding system. Hampshire is one of the few counties still using an hourly funding system. Hours can be misleading for parents as it does not equate to 1-2-1 support.</p> <p>The assistant headteacher oversees the LSA team. There is support in classrooms in the mornings. There are strategic interventions in the afternoons across the school based on need. The impact of this can be seen.</p> <p>The planning preparation and assessment cover is a fulltime equivalent (FTE) of 1.2 days, i.e., a teacher and a day. Release time is also given to year group leaders and subject leads.</p> <p>There is 1.0 FTE for the emotional literacy support assistant (ELSA) and home school link worker (HSLW). Potentially, the school would like to invest in more time for the ELSA and HSLW.</p> <p><b>Q – Is there the budget to support this?</b></p> <p>A – We believe so. The school is full so we can plan as we are financially secure.</p> <p>A joint venture with the infant school can be considered, as their ELSA is also at capacity.</p> <p><b>Q – What is the autonomy over the staff structure?</b></p> <p>A – It is reviewed with the GB annually and for the GB to approve. A major change may force reconsideration.</p>	
<p><b>9.</b></p>	<p><b>Forging Links</b></p> <p>Forging Links is the committee that considers the church school status, the partnership between the school and St Paul’s church and collective worship. It ensures that the school meets its obligation towards the Statutory Inspection of Anglican and Methodist Schools (SIAMS). There is a new SIAMS framework. The school is due for inspection in 2020.</p> <p>The forging links committee has been unable to meet recently but will start meeting again. The school has maintained collective worship with visitors. Children from Year 6 have also led collective worship.</p>	
<p><b>10.</b></p>	<p><b>Governing body administration</b></p>	

	<p><b>10.1 Development and Training Governor</b> It was agreed that the chair would continue in this role for the summer term.</p> <p><b>10.2 Governing Body membership</b> There are two co-opted governor vacancies that will be filled on need.</p> <p><b>10.3 GB meeting dates for 2020-21</b> Meeting dates for 2020-21 were circulated to governors before the meeting.</p> <p><b>10.4 Hampshire Clerking Service 2020-21</b> Information about the Hampshire Clerking Services was circulated to governors before the meeting. Governors <b>agreed</b> to continue to subscribe to the service. Seven FGB meetings and nine committee meetings are clerked for a total cost of £3290. This is taken from the school's budget.</p> <p><b>10.5 Hampshire Governor Service subscription 2020-21</b> Governors <b>agreed</b> to continue to subscribe to the Hampshire Governor services Advice, Support and Training package.</p> <p><b>10.6 Spring term governor monitoring programme</b> The chair explained to new governors that monitoring visits are carried out by governors to triangulate the data received. The visits for the spring term have been circulated.</p> <p>Link governors were confirmed as:</p> <ul style="list-style-type: none"> <li>• Year 3 and Year 4 – LR</li> <li>• Year 5 and Year 6 – RR</li> <li>• Maths RM and RR</li> <li>• English JW and RR</li> </ul> <p><b>10.7 Governor training</b> Whole governing body training will be held on Wednesday 12 February 5.30-7.30pm on Evaluating Spiritual, Moral, Social &amp; Cultural (SMSC) Development.</p>	
<p><b>11.</b></p>	<p><b>SJS Admission Policy 2020-21</b></p> <p>The headteacher advised the 2020-21 admissions policy is approved and has been uploaded to the school's website. It is the county policy and follows the county admissions scheme. School specific criteria can be applied but must be consulted on two years before. The school had previously consulted on and removed the Whiteley admission criterion.</p> <p>There is a consultation currently running for the 2021-22 admission policy. This is to include a school specific criterion for in-catchment and displaced children attending the infant school. This is after the local authority request for the infant school to open four forms of entry in 2018. The school has agreed to increase its published admission number (PAN) to 120 in 2021, however, there is not an automatic right of entry. There was a concern that due to catchment pressure children at the infant school and in</p>	

	<p>catchment would not gain a place at the junior school. The school specific criterion would prioritise these children. The criterion applies to in-catchment and displaced children – those placed at the school when it was not a choice. It is recognised that catchment children not at the infant school would be prejudiced if all children at the infant school were prioritised. The criterion will be number five in the admissions criteria. The criterion has been approved by the admissions forum and is now being consulted on.</p> <p>The headteacher has replied to a parent who had written to query the decision, an extract from the letter was circulated to governors at the meeting.</p> <p>A governor commented that the admission criteria would need to be clearly communicated to parents at the infant school.</p> <p><b>Q – Is the additional form of entry a one-off?</b>  A – We don't know, the local authority has discussed opening an additional form of entry in this area.</p> <p><b>Q – Does this affect faith in-catchment?</b>  A – The Diocese was part of the negotiations with the admissions team. It would be unusual to have an admission on faith for a child who had not been at the infant school.</p> <p><b>Q – Would the catchment be aligned between this school and the infant school?</b>  A – We have the same catchment, but it depends on 'as the crow flies' distance to each school.</p> <p><b>Q – How many appeals were there last year?</b>  A – We agreed to take 96 children, 6 above the PAN. All were in catchment. We considered that we were then full, but the appeals process does not consider the PAN. There were seven appeals and two children were admitted.</p> <p><b>Q – Could this potentially happen when we take 120 children?</b>  A – Yes.</p>	
<p><b>12.</b></p>	<p><b>Consider further issues or opportunities of a strategic nature/ recommendations for committees</b></p> <p>Governors will need to consider where the building for the additional classroom is placed. It is important not to lose field or playground space. The music room is also in use five days a week. The headteacher commented that his preference was to replace the music room with a modular two classroom unit that is not removed when the additional class have passed through the school. The additional year will affect year group placing in the school.</p>	
<p><b>13.</b></p>	<p><b>Agreed urgent business</b></p> <p>There was no urgent business.</p>	

<b>14.</b>	<b>Items for the next agenda</b>  FGB: GB officers for 2020-21 FGB Strategic: Placement of modular unit for additional class	<b>Clerk</b> <b>Clerk</b>
<b>15.</b>	<b>Date of the next meeting</b>  Dates of the next meetings, all at 5pm: <ul style="list-style-type: none"> <li>• Finance and Resources Committee – 29 January 2020</li> <li>• Child and Curriculum Committee – 5 February 2020</li> <li>• Personnel, Performance and Pay Committee – 4 March 2020</li> <li>• FGB – 11 March 2020</li> </ul> The meeting finished at 7.00 pm.	

Summary of actions

<b>Agenda Item</b>	<b>Actions Agreed</b>	<b>Responsibility</b>	<b>Completed</b>
22.01.20 14	FGB agenda item: GB officers for 2020-21	Clerk	
22.01.20 14	FGB Strategic agenda item: Placement of modular unit for additional class	Clerk	