



**St Ebbe's**  
C of E (Aided) Primary School

**Headteacher: Mrs Susie Bagnall MEd**

**Minutes of the Full Governing Body Meeting  
held on Tuesday March 8th 2018 at the School**

**Present**

- Janet Rayment: Foundation Governor (JR) – Chair
- Steve Hellyer: Foundation Governor (SH) - Vice Chair
- Simon Bridson-Jones: Parent Governor (SBJ)
- Malcolm Cubitt: Parent Governor (MC)
- Hugh Starkey: LA Governor (HS)
- Pete Wilkinson: Foundation Governor (PW)
- Steph Gilroy Lowe: (SGL) Parent Governor
- Steve Whitla: (SW) Foundation Governor)
- Joyce Francoise Foundation Governor (JF)

**In Attendance**

- Clare Whyles: Associate member (CW)
- Jo Horn Associate Member (JH)
- Jonathan Smith: OCC Governor Services (JS)

MINUTES	ACTION
<p><b>1. Welcome, Apologies and Prayer</b></p> <p>The meeting started at 5pm and was opened with prayer. The meeting was quorate.</p> <p>Apologies were received and accepted from: Susie Bagnall (SB) Headteacher Tony Lee (TL) Foundation Governor Andrew Godley (AG) Foundation Governor</p>	
<p><b>2. Declaration of any business interests.</b></p> <p>There were no declarations of interest relating to this agenda.</p>	

Signed.....Date.....

<p><b>3. Notice of Any Other Urgent Business</b></p> <p>There was no urgent business</p>	
<p><b>4. Matters Arising from minutes of January 26<sup>th</sup> 2018</b></p> <p>Item 3.4: JR will circulate a 'Glossary of Acronyms'. Colleagues felt that this would be particularly helpful.</p> <p>Item 7: CW explained that the school was currently recruiting two additional teaching assistants. These would be funded by anticipated pupil numbers and also additional funding received for some of the school's more vulnerable learners. There had been much interested in the post and the field is strong.</p> <p>Item 10.1: JR has yet to receive the 'Strengths of the School' paragraph from committee Chairs (other than P&amp;W)</p> <p>Action: Chairs to write paragraph and return to JR</p> <p>10.2: Safeguarding. SH to meet with Susanne Addis to check on staff DBS/DBA compliance</p>	<p><b>JR</b></p> <p><b>Comm Chairs</b></p> <p><b>SH</b></p>
<p><b>5. Updates</b></p> <p><b>a). SIAMS – Final Report</b></p> <p>The SIAMS Inspection report has been published and circulated to colleagues. PW explained that the Inspector had attended assembly, met with students, met with staff and talked to parents. They had observed RE lessons and had been particularly impressed with passion with which the subject is delivered and the enthusiasm of the children.</p> <p>Governors congratulated JH and thanked her for her dynamic leadership of RE.</p> <p>JH explained that the SIAMS Inspector had immediately developed an effective and friendly working relationship with the staff and that the process had been enjoyable.</p> <p>PW explained that the school had been graded 'Good'. Colleagues had self-assessed the school as 'Good' indicating that the Governing Body is able to exercise sound judgement.</p> <p>The report alluded to the school as a 'Christian Community' and JR and SB thought that this was inaccurate and that some parents might take exception to this. They preferred to describe the school as a 'Church School Community' feeling that this phrase reflected the more diverse nature of children attending St Ebbe's. Colleagues agreed to wait and see if there is any reaction to this wording and respond accordingly.</p> <p>HS asked why the school had moved from 'Outstanding' in the previous SIAMS Inspection to 'Good' in 2017-8. JH and CW explained how the criteria had changed making it difficult for the school,</p>	

considering the diverse nature of families attending, to reach the 'Outstanding' criteria. JH explained that, for example, the it was necessary to redesign the RE curriculum to reflect the faith diversity of the school and this mitigated against the 'Outstanding' criteria.

**b). Academisation**

**i). Application for Academy Order not yet considered by DfE panel**

SBJ explained that the school's Academy Order had not passed through the system yet. He understood that this was in no sense connected to the quality of the documentation submitted. He felt that the Order was likely to progress along with applications received by the DfE from other schools in March. However, he did express a frustration that the ODBE had not pursued the application with more vigour as this delay may result in the 'academisation' process being completed after the beginning of the 2018-19 academic year.

SBJ

Action: SBJ to contact Gordon Joyner at ODBE to reinforce the urgency of the issue and dependent on this conversation, contact Anne Davy at ODST if necessary.

**ii). Feedback from Parent Council**

SBJ explained that eleven people had attended the presentation and question and answer session that followed. The questions raised by families were thoughtful and measured and generally concerned the autonomy of the school as an academy. Families seemed satisfied with the assurances made. SBJ felt that had parents been excessively anxious about the academy process or had significant questions unanswered, more would have attended. The school appears to have communicated effectively.

**6. School Improvement Plan – monitoring by Governors**

**CW summarised the School Improvement Plan and invited questions**

6.1: **Writing** is a key focus in 2017-8. Key actions have been:

- To encourage all staff, not just the Leadership Team to engage in the process of moderation. This will distribute critical skills and understanding to all teaching colleagues.
- The school has developed its administration of the moderation process so that it is easier for moderators to connect assessment decisions to individual pieces of evidence.
- World Book Day was given a particularly high profile.
- There has been an emphasis on 'Writing for Pleasure'

SW and others expressed concern at the phrase 'Low Expectations' in the document. CW explained

that there is a propensity for children to produce high quality written work for a time, then 'slip'. The term 'low expectations' referred to the occasional tolerance, by teachers, of lower quality work rather than a general attitude.

6.2: The use of pupil progress reports following the regular assessment windows has enable staff to provide **challenge**. Most vulnerable learners in the school are making good progress. Year 6 data is particularly strong although the most recent assessment data has identified problems in Year 2. Staff meetings have and will focus on those interventions necessary to accelerate the learning of individual children who are not showing expected progress.

6.3: It is necessary to evaluate the progress of **PP and EAL** children on an individual basis. It is hard to identify clear patterns and trends, e.g. those children who have only recently arrived in the country require particularly focused support. It is necessary to produce bespoke packages for each child dependent on circumstance and need.

6.4: The school has made progress with **behaviour** and this is evidenced by comments from visitors including Andy Hamilton (Systems Leader). The children have themselves commented on how behaviour is much improved and this view is reflected in conversations with parents. The school has a number of children who present challenges through their behaviour, but this situation is replicated in other schools throughout the county. The TA appointments (Item 4) will enable extra resources to be engaged in the near future. There are new rules regarding movement around the school and the ending of playtime that are popular with the children.

JR had been impressed with the patience and great skill demonstrated by staff managing behaviour issues when she has visited the school. SW asked how staff were supported in these situations and how the skill and resilience of teaching colleagues was acknowledged and celebrated. CW explained that informal and formal support networks existed to coach and mentor colleagues and that the Leadership Team was particularly active, encouraging supporting and thanking colleagues. 'Zero-tolerance' signs had been posted around the school after a number of unfortunate verbal assaults by parents. Governors expressed concern that staff should be verbally abused. On seeing these, other parents had immediately offered apologies, expressed sympathy for those involved and confirmed their unequivocal support for staff. There have been no subsequent issues. Staff dedication and skill is celebrated informally through day-to-day encouragement and more formally through the appraisal process.

6.5: Attendance is at around 97%. This is an acceptable level but rather close to the 96% threshold. 75% of all absence is in KS1 and the school is working hard to establish 'better habits' with this group of students. The OCC Welfare and Attendance Team has been contacted and it is hoped that they will work with a number of families. Colleagues agreed that this was the most challenging time

of year for attendance and it would, naturally, improve in the summer when there is traditionally less illness. Governors questioned SGL about a range of strategies used by the school to engage with families.

6.6: **Staff Welfare** – evidence suggests that the staff remain positive.

6.7: Phonics and SPAG learning walks have been deferred by the **Leadership** Team. These will take place later in the term.

## 7. Committee Reports

### a). C and S

JR reminded colleagues that the report was still in draft form but that it was unlikely to change significantly. The school has now moved into the 'OFSTED Window' and consequently, JR reminded colleagues that, although attainment and progress were generally good, all Governors need to be aware of the 'Areas to Investigate' as these would be the cornerstone of any OFSTED visit. All colleagues will need to be able to explain how the SIP addresses these 2017 issues:

- Progress of disadvantaged students in reading writing and Maths was in the lowest 20% in at least two year groups
- Progress of disadvantaged students in writing was significantly below the national average in at least two year groups
- The attainment of disadvantaged students in reading and writing was in the lowest 20% for at least two year groups.
- The average mark of students not meeting the phonics standard in Year 1 was 14
- The attainment of those with higher prior attainment in reading, writing and maths was at or above the national Standard.

Learning walks have taken place in Maths and Governors had attended the Art and Design Day.

SB is currently able to demonstrate comprehensive knowledge and understanding of the school's progress and attainment statistics and has the confidence and experience to explain 'the story', underpinning the data. Several governors expressed concern that OFSTED may misinterpret the data, reach a false hypothesis and that a new, less experienced headteacher, would find it difficult to rebuff this opinion. CW explained that detailed records and a live commentary were being maintained by the school and these would support the new headteacher should OFSTED appear early in his/her term of office.

**Action:** SB/CW to present the school SEF at the next meeting. Governors will contribute to the Governance section of SEF.

### b) Personnel & Welfare

SB/CW

<p>To meet soon. SH to confirm date</p> <p><b>c) Finance</b></p> <p>MC reported that the school is likely to have a 'carry-forward' surplus of £25,000 rather than £5,000. The extra revenue is largely due to extra income from fundraising</p>	<p><b>SH</b></p>
<p><b>8. Headteacher Recruitment – update</b></p> <p>HS explained that the HAP had met several times, had produced an interview portfolio and that the closing, short-listing and interview dates had been set. Short-listing will take place on Monday March 12th and interviews are scheduled for 22nd and 23rd March. All key groups in the school have been consulted and the resulting feedback has been assimilated into the recruitment process.</p> <p>HS feels that children, families, teaching and support staff had all been engaged with the process. The post has been advertised on the Times Education website and currently 19 individuals have expressed interest. Four candidates have visited the school already.</p> <p>JH asked if teaching staff would be asked to participate in the selection panel. JR explained that the constitution of the appointment panel has not yet been confirmed but that it would almost certainly feature representation from the staff. CW would, necessarily, need to have the opportunity to contribute to the selection process. It is likely that various members of the teaching and support staff, students, Governors and parents will have an opportunity to contribute to the range of interview activities proposed. For example, candidates will be required to meet and converse with parents assembled at the school gate at 3pm.</p> <p><b>Action:</b> Governors available to participate on 22nd/23rd March to contact JR</p>	<p><b>All Govs</b></p>
<p><b>9. SESA proposal re: ‘Your School Lottery’. FGB to consider in light of school’s vision and values.</b></p> <p>JR explained that all conversations with SESA about the lottery had, so far, been informal. HS reminded colleagues that The Windmill School operated a similar lottery and they would be prepared to share any issues with Governors should they wish to proceed.</p> <p>However, a number of governors expressed concern with the proposal.</p> <ul style="list-style-type: none"> <li>• There was a feeling that a lottery would give implicit consent to gambling and that this was at odds with the Christian ethos of the school and not a message we wanted to give to our children</li> <li>• There was concern that lotteries, generally, are a tax on the most vulnerable.</li> <li>• The £30 prizes were considered a weak incentive.</li> <li>• Colleagues were reminded that families are already extremely generous and fundraising has</li> </ul>	

<p>made a significant impact to the school budget (see item 7c). Rather than generating additional money, it is likely that there will be a redistribution of existing income, for example, away from cake sales to the lottery and no net gain.</p> <p>Governors expressed their thanks for the amount of fund-raising achieved by SESA which had been used to enhance provision for the children in many ways. However, they could not support this form of weekly lottery at the school.</p> <p>Action: JR to contact Rachel Wilkins [Co-chair SESA] and communicate the FGB decision.</p>	<p><b>JR</b></p>
<p><b>10: Safeguarding – School Compliance.</b></p> <p>All Governors are DBS 'cleared'. DBA clearance is almost complete. JR thanked the governors for completing these necessary checks.</p> <p>The school has commissioned the OCC Safeguarding Audit and this will happen later in the year. SB and Sue Whidborne to confirm a suitable date.</p> <p><b>Action:</b> Governors to complete the on-line Prevent training and pass certificates to Susanne Addis</p>	<p><b>All Govs</b></p> <p><b>SB</b></p>
<p><b>11. Teaching and Learning Policy - approved by C&amp;S</b></p> <p>This is a generic policy and is designed to avoid individual Teaching and Learning Policies for each subject area. The policy is now 'live'.</p>	
<p><b>12. Visit Reports – Art and Design</b></p> <p>JR expressed thanks to Tara Pullin for her work in establishing the Art and Design Day and also for her excellent contribution to the subject at the school. There was a factual error in the report which JR will correct.</p> <p>SH explained that the Music Report was pending and would be presented once feedback from the children has been collated and recorded.</p>	<p><b>JR</b></p> <p><b>SH</b></p>
<p><b>13. Health and Safety</b></p> <p>The school had remained open on Friday 2nd March despite the heavy snowfall, thanks to a heroic effort by staff and the Premises Team. Staff were discouraged from attending unless their journey</p>	<p><b>CW to pass</b></p>

<p>was 'safe'. The caretaker was able to keep walkways clear and accessible. However, CW felt that the situation had emphasised how little premises support was available at the moment and asked colleagues to consider allocating additional caretaking 'hours' in the 2018-9 budget.</p>	<p><b>thanks to staff</b></p>
<p><b>14. Training including EIG courses</b></p> <p>JR reminded colleagues that the school had commissioned the Diocese EIG package and it was important that Governors avail themselves of the training opportunities available.</p> <p><b>Action:</b> Colleagues to select courses to attend and to bring this information to the next FGB in April SH will attend GDPR training on March 12th and JF will attend the same training on 30th April.</p>	<p><b>All Govs</b></p> <p><b>SH and JF</b></p>
<p><b>14. AOUB</b></p> <p>SBJ explained that both he and JR had become aware that staff purchased some of the materials used by children. He had previously been surprised by the disproportionate joy that a personal gift of board pens had brought to a member of staff. He felt that it was unacceptable to expect staff to buy classroom materials and as this issue had now been brought to the attention of Governors, there was a responsibility, if possible, to address it. Colleagues agreed.</p> <p>CW explained that staff had always purchased items, especially stationery, for classrooms but that the financial circumstances facing the school meant that this was more prevalent. JH explained that strict controls on petty cash meant that staff were forced to go through a time-consuming process that involved providing Hampshire CC with invoices, making a claim and then being reimbursed through salaries at a much later date. Many colleagues do not bother.</p> <p><b>Action:</b> This issue to be agenda item at the next Finance Committee meeting.</p>	<p><b>TL</b></p>
<p>There was no further business. The meeting ended with a prayer at 6.30pm.</p> <p><b>Dates of Meetings:</b></p> <ul style="list-style-type: none"> <li>• FGB                      Thursday 26<sup>th</sup> April</li> <li>• C&amp;S                      Wednesday 10<sup>th</sup> May</li> </ul>	