

Aim High, No Limits

ANSTEY JUNIOR SCHOOL

Minutes of Full Governing Body Meeting Held on Wednesday 3 May 2017 at 3.30pm

Present: Geraldine Dawson (Chair) Nigel Lowe
Jenny Jones (Head Teacher) Clare Walker
Tracie Brown Paul Denton
Suzanne Hayden Caroline Prescott (Items 3-9)
Tim Yates

Apologies: Lewis Johnston Martin Green

In Attendance: Rachael McGrath (Deputy Head)
Juliet Woolman (Clerk)

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1.	<p><u>Welcome and Apologies for Absence</u></p> <p>The Chair welcomed those present to the meeting. Apologies were accepted.</p>	
2.	<p><u>Declaration of Pecuniary Interests</u></p> <p>Tracie Brown declared that her husband had been contracted to install 2 new external doors in the school following a tendering process. There were no further declarations.</p>	
3.	<p><u>Curriculum / Teacher Report – Transition</u></p> <p>Rachael McGrath presented some current research on transition to the FGB. Research had shown that relaxed, confident children learn more effectively and are able to make progress from day one in their new school. It was also important for parents to be relaxed about the change. Schools needed to impart clear values to children who were joining and AJS had a very good relationship with the Infants' School, promoting a personalised approach for each child.</p> <p><i>3.40pm Caroline Prescott joined the meeting</i></p> <p>Schools should aim to build supportive relationships which also communicate the role of parents. It was very important to get the emotional journey right for children especially vulnerable children.</p> <p><u>Transition at AJS: Y2 to Y3</u> November: open morning – sharing the values of the school; school tours; gaining feedback from parents; December: invite for Y2 to watch Christmas production; January: application deadline for families. This year, a letter had been sent to parents of Y2 children at the Infants' school explaining the school's results and outlining all the positive aspects of AJS including anecdotal feedback from</p>	

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	<p>secondary schools about how well prepared AJS children are and how well they achieve. Common events such as World Book day were also shared with Y2.</p> <p>April: notification of places. A welcome letter is sent and details on transition arrangements.</p> <p>May: Child and parent transition afternoon including sessions on outdoor learning, art, reading and maths. Y3 teachers also visit Y2 to read a story.</p> <p>June: weekly transition afternoons. Information evening for parents.</p> <p>July: children spend 2 morning breaks at AJS. Moving Up day. The Deputy Head spends time on the school gate at the Infants to answer any questions.</p> <p>Rachael McGrath confirmed that AJS made sure that children coming from other schools were also included.</p> <p><i>Governor Q: if a child was struggling, would you offer extra sessions?</i> Rachael McGrath – Stacey Fleming has extra transition arrangements for children in Y2 on the SEN register. In Y6, vulnerable children also have additional arrangements such as weekly visits to familiarise themselves with the school.</p> <p><u>Transition Within School</u></p> <p>Teachers create class lists which take into account factors such as children at or below 'ARE', SEN and behavioural issues to achieve a balanced class. Children receive weekly hour long sessions with their new teacher. At staff meetings, information is handed over and joint teacher assessments are made at the end of the year. In the Autumn term, a 2 week starter block is planned in which every child made an individual book to help focus on important skills such as handwriting, behaviour etc.</p> <p><u>Y6 to Y7</u></p> <p>Ys 4,5 and 6 have a variety of experiences at Eggar's and Amery Hill and Y5 have taster days. All children attend Moving Up day in July. Meetings take place between Y6 and secondary school teachers who are also delivering English and maths lessons to AJS HAPs children. Liaison also takes place over SEN, EHCP and CPLO children.</p> <p><i>Governor Q: given that there was uncertainty amongst Infants' school parents over AJS results last year, how many children didn't apply to come here?</i> Rachael McGrath – all the Y2 children from the Infants are coming. Governors commented that the school had done a very good job in ensuring that parents and children were happy.</p> <p><i>Governor Q: can we get information on the results of Y6 children who have moved on from AJS?</i> Rachael McGrath – we contacted all the secondaries for information on children who did not reach 'ARE' at the end of Y6. Of the 9 who went to Amery Hill, 1 was still not at 'ARE' in the Autumn term. We have not had any information from Eggar's. Headteacher – we will take this up again and request the information for AJS children.</p> <p><i>Governor Q: how many children transferred from Wootey Infants?</i> Rachael McGrath – there were 7 last year but only 2 this year. We don't have enough information on this to identify a trend.</p> <p><i>Governor Q: given that Y2 teachers came up to look at the work of Y3 children, will this influence the assessment of Infants' school children at the end of KS1?</i> Headteacher – we have made good progress on this and assessments are now much more accurate.</p> <p><i>Governor Q: do Eggar's and Amery Hill liaise over the lessons for HAPs children?</i> Rachael McGrath – Eggar's were very keen but could only supply</p>	<p>JJ</p>

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	<p>someone on one date. This is a new initiative and will take some time to bed in. We are looking at the impact of this on HAPs children. Headteacher – it really helps children grasp difficult concepts like using a colon in a form of narrative because the English teacher is a subject specialist and is able to have a big impact.</p> <p><i>Governor Q: how many HAPs children are receiving input from the secondary teachers?</i> Headteacher – around 8.</p> <p>Governors commented on how useful the parent and child day had been for Y2s.</p>	
<p>4.</p>	<p><u>Minutes of the Previous Meeting</u></p> <p>The minutes of the meeting held on 22 March 2017 were agreed as an accurate record and signed by the Chair.</p> <p>Matters Arising</p> <p><i>Item 4 (11.1) Safeguarding</i> – Paul Denton and Caroline Prescott to complete Safeguarding Training.</p> <p><i>Item 4 (8) Training</i> – complete.</p> <p><i>Item 5 SATs</i> – the Headteacher thanked those Governors who had volunteered to act as invigilators.</p> <p><i>Item 8.5 Half-termly Health and Safety Checks</i> – the next check would be completed by Suzanne Hayden and then by Tracie Brown, after which Tracie Brown would be emailing Governors for more volunteers.</p>	<p>PD/CP</p> <p>TB</p>
<p>5.</p>	<p><u>Headteacher's Report</u></p> <p>A written report had been circulated. The Headteacher stated that there were now 250 children on roll. 59 children would join YR in September when the number on roll would be 246. The report from the school's new School Improvement Manager, Ann Truman, was circulated.</p> <p><u>Governor Questions</u></p> <p><i>1) Can you provide more details on Pupil Progress meetings?</i> Headteacher – we look at all the children who are off track (either not achieving 'ARE' or 'GD') and what action is needed. We review that action at the next meeting to consider its effectiveness. The meetings are very robust and will look at alternative actions where needed.</p> <p><i>2) Have you found a replacement for Rising Stars?</i> Headteacher – we have chosen a product from LCP and these tests seem much more accurate. Y5s, for example, had 77% meeting expectations in reading which matches teacher assessment.</p> <p><i>3) What about the combined score for reading, writing and maths?</i> Headteacher – we record whether children are achieving expectations in 3, 2 or 1 subject and target those who need help.</p> <p><i>4.15pm Tim Yates and Nigel Lowe left the meeting</i></p> <p><i>4) Within the SEN Policy is it possible to add a limit to the amount of SEN provision?</i> Headteacher – no, maintained schools cannot do this. If a child has an EHCP we would discuss whether the school can meet the child's needs. We would want to be an inclusive school.</p>	

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	<p>Governors then discussed this. The Chair reminded Governors that this issue had been raised with Brian Pope as there was concern that the school could reach a tipping point if it became known as a school that was good in supporting SEN children. Governors were aware of some schools not wanting to take children with complex needs and there was concern that such schools might signpost children to AJS.</p> <p>5) <i>How often is physical restraint used?</i> Headteacher – very rarely and only as a last resort. We are trained to de-escalate a situation first but may have to carry out paired restraint if the child’s or someone else’s safety is at risk. This was last used on 27 November 2013 with a child who eventually went to another setting.</p> <p>6) <i>Last year predictions were unreliable and results differed. Are predictions more reliable this year?</i> Headteacher – yes, this year we are much more confident.</p> <p>4.20pm Tim Yates and Nigel Lowe returned to the meeting</p> <p>We have a much better idea of where we are aiming.</p> <p>7) <i>Was the English evening as successful as the maths evening?</i> Headteacher – 60-70 parents came and it was very positive. A lot of EAL families came.</p> <p>8) <i>How do we capture what has worked well from these evenings?</i> Headteacher – we know that offering food, putting posters on the gate, using twitter, having children doing some of the demonstrations and having teachers pushing these events with their classes all made a difference.</p> <p>9) <i>What is the procedure on absence following the IoW ruling?</i> Headteacher – we have now returned to the previous policy of fining parents with 10+ unauthorised sessions out of 100. The fines are administered by HCC who expect the school to refer such cases except in exceptional circumstances. We currently have a child who is not attending school but the Attendance Legal Panel have decided not to fine at present.</p> <p>10) <i>Do you have enough discretion in this area?</i> Headteacher – yes and local Heads have agreed that, if siblings are at other schools, they will make a joint decision with that school. We have also agreed on common circumstances in which we would authorise absence.</p> <p>11) <i>Will parents be reminded of the policy?</i> Headteacher – yes, I will remind them in the Newsletter that fines are being re-instated.</p> <p>12) <i>Are some children identified as FSM as well as SEN or EAL?</i> Headteacher – yes, sometimes children will be in more than one group.</p> <p>13) <i>Are those FSM children in Y6 who are not in line to achieve ‘ARE’ also those who were not at an age appropriate level at KS1?</i> Headteacher – in reading, 2 FSM children were at L1 at KS1, 12 were at L2 and 2 were at L3. Both L3s are now exceeding as are 3 of the L2s. 5 L2s are at ARE and 4 L2s, who were low L2s, are not yet meeting. Of these, we are expecting 2 to meet ARE. 1 of these was assessed differently by AJS when they arrived. In maths, 12 FSM were L2 and 3 were L3. The L3 are all predicted to exceed. Among the L2s, 1 is exceeding, 6 are meeting ARE, 3 are expected to meet and 1 has not attended all year.</p> <p>14) <i>Of those FSM children who may not meet expectations, how many attended the Easter school?</i> Headteacher – In reading, we have 6 who we need to push and 2 attended.</p> <p>We are optimistic about SATs this year but we have to remember that all schools will do better than last year.</p>	<p>JJ</p>

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	Governors commented that, from their visits that afternoon, Y6 children seemed really confident and positive. Governors then suggested that the school could obtain comments from Y7 children about their time at AJS including the current or future Head Boy at Eggars, to put on the website. Information could also be obtained about productions, concerts and sporting achievements which AJS students had gone on to participate in at secondary school. The Headteacher agreed that this was a good idea.	JJ
6.	<u>Chair's Issues</u>	
6.1	The Chair reminded Governors that officers for the next academic year would be elected at the next meeting. Nominations should be put forward to the Clerk in advance of the meeting.	
6.2	FGB meetings for the coming year would revert to the old pattern of 3.30pm and 5.30pm starts.	
6.3	A meeting to complete the SEF had been arranged for 16 May. Governors were asked to confirm their attendance with Tracie Brown if they hadn't already done so.	
6.4	Governor training, Autumn term 2017: The Chair suggested that it would be useful for Governors to revisit interpreting and interrogating information provided by the Headteacher to inform school improvement. She agreed to discuss the detail of this with Tracie Brown.	GD
7.	<u>Governor Training</u> Tracie Brown urged Governors to take advantage of the e-learning available which covered a variety of subjects. The Headteacher reminded Governors of the importance of training given that 2 Hampshire schools had recently been classified by Ofsted as RI, partly because Governors were not effectively holding leaders to account. During 2016-17, £1341 worth of training had been accessed plus e-learning. It would be useful if Governors could alert others to useful e-learning that they had completed.	
8.	<u>Committee Reports</u>	
8.1	Finance Committee Minutes had been circulated. Figures for the 2017-18 main school budget were as follows: Expenditure: £1,167,021 (one million, one hundred and sixty-seven thousand and twenty-one pounds); Income: £1,185,393 (one million, one hundred and eighty-five thousand, three hundred and ninety-three pounds); In Year Surplus: £18,372 (eighteen thousand, three hundred and seventy-two pounds); Surplus Brought Forward; £87,628 (eighty-seven thousand, six hundred and twenty-eight pounds); Cumulative Surplus: £106,000 (one hundred and six thousand pounds).	

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<p>8.2 Curriculum and Standards There had been no meeting.</p> <p>8.3 Strategic HR There had been no meeting.</p> <p>8.4 Pay There had been no meeting.</p> <p>8.5 Environment There had been no meeting.</p>	<p><i>Governor Q: what happens with the surplus?</i> Chair – we are projecting that our income will fall so this will be important for maintaining staffing levels going forward. We are confident that children have had all the resources they have needed this year.</p> <p>Tracie Brown confirmed that this was a cash surplus. She had met with the HCC Finance Officer who was happy with the budget. The Headteacher clarified that a 3-year forecast needed to be set and a deficit was not allowed.</p> <p>The budget was approved by the FGB.</p> <p>Figures for the 2017-18 extended schools budget were as follows: Expenditure: £48,182 (forty-eight thousand, one hundred and eighty-two pounds); Income: £56,000 (fifty-six thousand pounds); In Year Surplus: £7818 (seven thousand, eight hundred and eighteen pounds); Surplus Brought Forward: £10,000 (ten thousand pounds); Cumulative Surplus: £17,818 (seventeen thousand, eight hundred and eighteen pounds).</p> <p>These figures currently included attendance by St Lawrence children who would be leaving the after-school club in September.</p> <p>The budget was approved by the FGB. Governors gave their thanks and congratulations to the extended schools team as the venture had been such a success.</p>	
<p>9.</p> <p>9.1</p> <p>9.2</p> <p>9.3</p> <p>9.4</p>	<p><u>Policy Review</u></p> <p>Behaviour This Policy was approved by the FGB.</p> <p>SEN This Policy was approved by the FGB.</p> <p>Physical Restraint This Policy was approved by the FGB.</p> <p>Charges and Remissions This Policy was approved by the FGB. <i>Governor Q: if there is a reduction in funding, are schools likely to start seeking voluntary contributions from parents?</i> Headteacher – this was discussed by area Heads but the general view was that schools shouldn't be doing this.</p>	

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10.	<p><u>Date of Next Meeting</u></p> <p>Wednesday 12 July 2017 at 6.00pm</p>	

Signed

Date