

Minutes: Full Governing Body Meeting

Location: Kings School Winchester

Held on: Thursday 11th July 2019

Present

Colin Williams (CW) Chair

Simon Howes (SH)

Stephen Bailey (SB)

Julian Rickman (JR)

Christian Schofield (CS)

Keith White (KW)

Adrian Dolby (AD)

Jason Collings (JC)

Natalie Kirby

Elaine Slater

Matthew Leeming (ML) Headteacher

Sian Eckersley (SE)

Georgina Crooks (GC)

Rob Jeckells (RJ)

Andrew Parkinson (AP)

Jamie Scott (JS)

Tim Ottridge (TO)

Nick Mirchandani (NM)

Justin Corrie (JCo)

Apologies

Richard Priestley (RP)

Sarah Taylor (ST)

Sara Goodens (SG)

Emily Cockill

In Attendance

Phil Jones (PJ) LA Clerk

Ian Pickles (IP)

Highlighted Blue denotes questions and challenges.

Item	Purpose/Outcome	Action
	The meeting commenced at 6.15 pm.	
1.0	Welcome, Housekeeping	
1.1	(CW) welcomed all those attending. Three new governors were elected and welcomed, Elaine Slater (Staff Governor), Natalie Kirby and Emily Cockill (Co-Opted Governors). Natalie then joined the meeting, Emily was not able to attend this meeting.	
2.0	Apologies/Declarations of Interest	
2.1	Apologies for Absence Apologies received from Richard Priestley, Sara Goodens and Sarah Taylor.	
2.2	Declarations of Interest All present completed new forms with any declarations. An annual requirement, those not present to complete at the earliest opportunity.	Governors
3.0	Discussion Item – Staffing Culture Report a Payne gave a presentation on equal opportunities in leadership at Kings School. Female staffing within the SLT was depleted with recent leavers and there were not many female staff coming forward which was concerning. Anna looked at the various patterns conducting 37 face to face interviews, meetings with colleagues and 11 emails over a short period of 3 weeks. Men and women, part time and full time, teaching and non-teaching staff. She looked at a broad range of options to identify a pattern and any method in which to go forward. So we looked at the things we did well. A number of part time staff appreciated how the way we worked with their family life, first day at school, ante natal appointments, dancing at sports days, etc. This was definitely the culture you can ask for that exists across the board, everyone was appreciative of the atmosphere, part time feel it was a very good test of that and very positive especially having come from other schools. (ML) confirmed that a Dfe case study had been undertaken twice on how to improve it as it was so unusual. It has been like that for years but has not developed in other places.	

(AP) Certainly within English department this is absolutely the way we work now. We share lessons and share classes even if full time or part time.

Q. A governor asked do colleagues wanting to reduce their hours or do we openly advertise part time vacancies?

A. It is very long established. I suspect a bit more formal, more looking at life stage or changes and a bit more generous attitude towards that is given rather than a deliberate promotion of that option.

So after these conversations we could break down this into categories. So looking at recruitment, career development, evening meetings balancing some of these especially for part time staff and the cultural language which is used around responsibilities and gender and everyday language.

Recruitment, we agreed to reduce some of these around recruitment such as re-wording around adverts. The single gender panel was so obvious and easily fixed. There are now no longer single sex panels.

(ML) A more active promotion and consideration on ways we could be flexible. The shortlisting one, school policy was to interview any internal candidate for any internal position. Everyone who applied got an interview. People however got very stressful around the interviews. (APa) commented that people would put themselves forward yet they weren't entirely sure if they had a genuine chance of the job so we would they put in for it. They would rather know if they were shortlisted they could put their heart and soul into preparing for the interview. This was an overwhelming vote for change. Taking on the re wording of adverts for job share so when a post came up for KS3 co-ordinator came up in Eng. for instance we created a job application which was really different from seen before and how different job skills could be used around job share and offered that as a suggestion to people for a full time post with 2 part qualified where they wanted to share those responsibilities. Thinking outside the box, be creative and presenting in a different way.

Career development came through in a lot of different ways. When jobs came up those applying tended to be the people who got themselves noticed and if they were quiet they felt they were often overlooked so wouldn't put themselves forward. We needed to combat that impression and more of those people have now come forward so this has now happened. Senior staff and middle management overtly ensure those colleagues are valued for what they are doing and they do not have to be all singing and dancing in order to be truly appreciated.

With aspirations to training, making it part of the man management meetings and conversations how they are put forward. One person hadn't had capacity or time to think how her career would look in ten years' time because it was so treadmill based and having that space and ensuring checks are put in place originally you have to go and want to go. So what we could put in place. Helping HODs to be more creative giving more opportunities to experience

responsibilities by taking on small elements of the job to build up their confidence and recognise they can do these things.

Q. A governor asked about time-only responsibilities. There are now about a dozen time only responsibilities with just one teaching period and they have one area which is best and that's one of our rewinds.

A. Time is most valuable and what teachers say is that they need more time. What comes with one teaching period is a whole host of marking and budget and preparation must be done and you can focus your energy on this.

People come to us from other areas of industry, we are aware what these people can bring to us. From that we looking at where pupil support has a model with skills audit we need this with staff as well. If we have a colleague who was a quantity surveyor and a conversation was to happen with that person to know what can be useful.

Building confidence. People sometimes felt the job specs were not always clear and some women would think I can only do 80% and consider themselves not confident to do all these things whereas men look at it in a different light I can't do all those things but I will give it a go.

Q. A governor commented that this was a well know statistic in that men will always be 96% be positive whereas women will say that's not me.

A. We need to put this clear in the job spec that not all these needs do not have to be met thus ruling themselves out.

More CPD opportunities on interview technique and application support need to be arranged. HOD and HOY have always offered some of this to pupils and also with foreign interviews giving more information back to them. These opportunities are there.

Q. A governor asked compared to many other schools specific point about part timers and their attendance at parents' evenings. Have you anything more to say on this.

A. No.

The biggest thing that came out is one to handle with care, and a very emotive is that there was a feeling of a boys' culture within school and some banter was acceptable and certain language they all used but thought not to be challenging at all. An example if some men were talking in corridor or office after school and went to talk to them they would open the doors and they would say sorry were in a meeting. If the same thing with women talking, sorry to disturb your chat can I Just that subtle difference. No one had really noticed it until they started to drill down. If they were talking about a child that was not coping well etc. but if the boys had the same sort of issue it something fishy going on, it was just a way of allowing this to happen. So you can imagine it was difficult to broach. SLT worked hard to support this and basically to say this is not the way we are to continue. H/T also spoke at staff meeting basically this is not the way we should continue and we should soften this up in a gentle way without putting people down. These are like

sailing a cruise ship or oil tanker when these changes when trying to change culture are incremental changes.

Q. A governor asked have you detected a difference since raising it so they don't have to worry, sufficient to say that at inset day not to be ok with that?

A. Even though it was mentioned quite jokingly, it raised it up and highlighted that we shouldn't be doing this. Certainly it is a beginning of change. It was not a big issue by any means.

A governor stated she represents the women in her department and they uldn't dare come in and say anything like that?

A. We have had some feedback from some female colleagues have reported it is becoming better which is reassuring. We have not nailed it. It is an on-going thing.

H/T mentioned that at the time it caused quite a stir at the time and was a hard message for some people. A lot of soul searching. Some people were aware at that time and wouldn't talk to me about it directly. We just had to objectively remind people now and then and have set up reminders for Sept.

Q. A governor commented that some of this is unconscious and you are not aware you are doing it so therefore acceptable but on reflection hang on a minute that is not acceptable. So you are re-enforcing it, it's not only a school thing it is a widespread problem and some behaviour does happen.

Most people are in agreement whether or not to believe it was true there was complete agreement that it is not acceptable and was a problematic perception that needed to be addressed. That in itself was raising awareness of what was a contentious issue and allowed people to talk about it.

Q. A governor pointing at the slide asked the last few is this in the context of what we are talking about is it children or male or female?

A. All of this was in relation to staff but the thought and concern that this might permeate through.

If that is the perception of what happens with the culture at Kings, I feel much happier and I have no hesitation in putting people forward for positions and finding positions of responsibility.

(ML) there was a specific senior leadership team point, in that Jane (Marsh) was a go to person for member of staff when they needed to go to a SLT team particularly female member of staff so you (Anna) have already taken on some of that role. People do just pop in.

Q. A governor asked in particular in preparation and support to people going into clerical and professional roles that they identify roles into training?

	<p>A. Line managers will proactively ask what their line managers what their aspirations are and what support they need. This has always been good practice and we are nudging people forward to make sure this happens.</p> <p>(APa) commented on an individual case at her appraisal that wanted to stretch and challenge herself academically and wanted transition, so we were able to talk to her and identified an area she was interested in.</p> <p>Q. A governor asked where do the improvement plan sit now as there are some actions here?</p> <p>A. They are dispersed through the SIP/SEF every action seen on this slide is covered. It was an issue and needed to be addressed. The number of staff came forward especially male was really lovely.</p> <p>Q. A governor stated that there were 2 extra points 1st regarding any sexual comments didn't come out and therefore was not an issue.</p> <p>A. This was pleasing to say that this was without exception reassuring.</p> <p>The second point was to thank Anna for her work.</p> <p>Q. A governor said that it would be fascinating to see any changes in a years' time.</p> <p>A. We will see how the end of the year how the changes develop with new staff.</p>	
<p>4.0</p> <p>4.1</p>	<p>Minutes of the last Meeting</p> <p>The governors approved the minutes as published and signed at the end of the meeting by the Chair.</p> <p>Actions Arising</p> <ul style="list-style-type: none"> • 4.2.1 Vacancies for governors – Now Closed. • 4.2.2 Vice Chair Finance Committee Tim Ottridge. Item Closed. • 4.2.3 Vice Chair Curriculum Committee Sara Taylor. Item Closed. <p>Both vice chairs should take it in turns to chair so they gain experience.</p> <ul style="list-style-type: none"> • 4.2.4 Female Staffing. Anna Payne to talk this evening. Item Closed. • 4.2.5 Summer curry night to be held on Tue 16 July 19 in the Ghurka Inn. Item Closed. <p>We should pick 3 topics that we think are appropriate that could be brought to meeting. To be carried forward to next meeting. The subject should focus on training, Low Attainers, behaviour in vulnerable groups. This would be the likely focus. To be carried forward to next meeting. (NM) stated that training should be an additional night as too much at FGB. Today was all about the chairs. Chairs of committees are to put forward some ideas each to be discussed in committee and brought forward to FGB.</p> <ul style="list-style-type: none"> • 4.2.7 Survey of Year 8 parents and final year is due shortly and we can roll the information out. To be carried forward to next meeting. The important message was that there was nothing that appeared to jump out at you but a few areas which disagree. These areas were sections obvious to us. 	<p>NM PJ (Agenda)</p> <p>Chairs SG</p>

50% on disagreeing their educational needs were met

30% concerned about Listening

40% concerned about Bullying

90% on child in progress

Some common themes

Each committee to get the action points by (SG) to take action as necessary. Chairs to follow up for next meeting in October.

H/T to also follow up to parents in H/T newsletter under theme “What to do if we do not get back to you”. (Becki) to send out with specific email and deal with all those enquiries and send link to the relevant SLT person. We did say we would give feedback and reacting on the comments of the survey that’s one of the key things.

We did act on the first round with an update on the website. We could add these results of all surveys with extra specs to show we are listening.

A thanks was passed to everyone who helped to make the survey happen.

Q. A governor asked if we knew how many feedback forms were completed and many wanted to take the form home to complete?

A. Over 400 responses. A very strong measure.

- 4.2.8 Assessment of marking books, sending them back to pupils. RJ gave a summary of what was discussed at the Curriculum meeting as follows:

(RJ) Discussed at last curriculum meeting and closed the item after much discussion. Background is that sitting under the whole school marking policy, a variety of approaches that Heads of subjects have spent a lot of time on. In some subject areas the books are kept in school and in some areas books go back and forwards with their other work. In English a think pink book is used and not marked (a progress book) the best assessment work is kept at school. There are pros and cons of both systems. The critical thing we gave the heads full autonomy to work out what is best for them. An enquiry was made about the suitability of marking especially in English but also other subjects but its’ an approach that other subject are looking at, Science for instance are looking at assessment book model. The issue raised was the visibility to parents. The English part of the trial therefore in yr. 8 focused on sending the books home, that created a lot of work chasing for books and after 3 weeks many books were still missing. Each department took that trial. We then discussed this with the heads of subjects meeting, on best way forward and some further discussions at SLT and very much a feeling that people leaving that

Chairs

H/T
Becki

we were assessing the heads had designed systems that were best for their pupils and appreciated the autonomy. There were 3 reporting points with the year group that gave information and that if parents had any concerns about their progress is they could respond on a case for case basis. One thing that came out of the parents' survey was the school was better at improving response to that. It was therefore decided that parents would be responded to and ensure that happens and upfront and explain the rationale and to actively invite parents find out more if they wanted to. The overall position was that we recognise there were some issues but to dismantle the system and do something different would raise further issues. The idea is to minimise the issue rather than adopt a new system is the summary.

To be monitored on an on-going basis.

Q. A governor said he could foresee problems all the way, if the issue is a parent who wants to see progress or assessment on their best work it would be courtesy to send those out or is there a process that the parents can see the work at end of year in school on the desks in school in their tutor, form or year group?

A. At primary school this works but we have over 330 children in each year group and the logistics of this would be very substantial. I would be surprised if the benefits of this was worth it.

Q. The governor responded by thinking is the proportion of parents really wanting this would be very small and thus the logistics may be great can be offset against the goodwill side?

A. Specific enquiries they are responding to are very seldom and we would respond to parents individually, if they have concerns we invite them in. If a pupil particularly was under performing there and particularly if they are to be moved off set there are various warnings and calls made, going back to your idea a lot of staff have the books ready at parents evening but its' too pressurising for parents at that time and don't want to get into a discussion at that time so we propose that they come in at a specific time.

The governor replied its' good to know that if it can be dealt with on a case by case basis.

The other thing we discussed was about potential "one size fits all system" for one particular set with books kept in school. We wanted to move it up to individual teachers with this specific class they are teaching, what is best for the pupils whether it is keep the books in school or not. It was given a lot of air time in SLT and lots of discussion at man management meetings. The view was that it would not slip off the agenda but need to be mindful of any issues and how best we minimise those.

A governor responded by saying in the conclusion the explanation and invitation is what counts, if you have done those 2 things, the numbers might be small.

	<p>Yes It's about parents understanding and the rational and approaches made.</p>	
<p>5.0 Core Function 1.</p> <p>5.1 Reviews of Committee Meeting Minutes</p> <p>5.1.1 Curriculum Committee.</p> <p>5.1.2 Premises Committee.</p>	<p>Ensuring clarity of vision, ethos and strategic direction.</p> <p>We completed a review on the marking of books and closed it as an item. SIP/SEF a good discussion took place, there was no real change to any of the actions. ICT was looking at the curriculum with Matt (Small) giving a presentation and we also talked about at computing at KS4. Some actions to look at PHSE curriculum as part of that and discussion about coverage across that.</p> <p>We discussed setting and a philosophy statement in the minutes which produced a good discussion. We discussed planning for next year as an agenda and visits for next year. (CW) spoke on his visit on assessment and reporting which is on the governor's log. He looked at course objectives and in maths and science and met with department heads, he was impressed with the diligence and hard work of the teaching staff. Key thing was to try bring back the policies approved by this committee enforced and managed appropriately, so my lasting impression was yes, everyone does follow the policy says as important points was consistency and marking done and feedback with pupils and the pupils actually responding back with "thank you" etc. We also looked at the Data being gathered and how it is collated with progress measured over the school years and Data Drops over time and more data actively used with teachers asking for more data now thus being used. The data now sent out ultimately is an Analytics tool and good to bring back to FGB at one point to see the quality of it. A lot of work goes into it, my full report is on One drive. TOR & Policy in visits we hope to cover in the next year.</p> <ul style="list-style-type: none"> • Community Manager's report. On-going improvements are going ahead. There were major things. A price increase of 2% across all events. New booking system whereby we make a small payment but significant improvements and facilitate bookings. To be monitored. • BM reported on works on going, tennis courts etc. Major works to be carried out during the Summer break with cold water pipework, new ceilings in the corridors, improvements to LED lighting etc. There is also a range of smaller activities to be undertaken. • What we have been doing in the last few meetings is to improve the connection between the SIP/SEF and activities that are on-going with 	

the committees there is now a dedicated Community element in the SIP/SEF section looking at next 1-5 years hence looking at improvements is now included.

Q. A governor asked if this is a new governor SIP/SEF or impact statement.

A. That is the new school improvement plan evaluation, which is combining two elements, it is a very long document but recommend you look at it and will cover it in your induction. (Talking to the new governors) it is the understanding of the school position. What's good and what's bad. And what we need to focus on.

(CW) reinforced that it is important that each committee has its own section and its own points so we are acting in the right way. Ofsted will look at this in detail so very much to be aware of.

- Work on sustainability. Visit to look at changes in catering over last couple of years and was quite impressed and recommend anyone do the same.
- (AD) carried out a H&S Visit with pupils showing him around and pupils note other things that others don't an enlightening experience and good to get their input. A distinct improvement has been noticed.

Q. A governor had noticed that there had been many distinct improvements to the facilities in the swimming pool, organising shoes etc.

A. It is good to hear this feedback.

Pupil Support Committee.

The committee discussed the following:

- 5.1.3
- Focus on PP strategy and Review, one of the key changes is having to add capacity as attendance officer. A real significant change.
 - We went through the SIP/SEF on Behaviour and attitude.
 - Prevent referral – 1 prevent referral made.
 - LAC new tracking sheets for Bridge and Base being monitored.

Governance Committee.

(CW) gave a summary especially for new governors of the following;

- 5.2
- SIP/SEF
 - Dfe Staff workload summary
 - Drugs. Constantly aware. A recent search during Prom night revealed no problems. 2 new drug education initiatives. Yr. 8 presentation and another which was shared and led with Henry Beaufort School who had an excellent speaker who had a pupil who had died. Two good high quality drugs initiatives.
 - Staffing Committee needs a volunteer with Sharon leaving. Anyone interested please speak to (CW), training is available
 - Osborne School
 - Teacher Alliance
 - Policies update – pay policy – retention policy.
 - Update on Parent Survey

5.3	<p>Governor Visits</p> <ul style="list-style-type: none"> • Next training dates 23 and 30th Sept convenient for those coming up. • Reminder all visits to be put on one drive. 	
6.0	<p>Core Function 2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.</p> <p>6.1 Headteacher's Report (ML) gave a briefing on his report and hopefully many have seen it, as follows; there are 26 pages so stop me if there is anything you want me to ask about. It is loaded on the One Drive and should be viewed with these points.</p> <p>Q. What is cultural Capital? A. Everyone is talking about this, it is an idea that lots of young people pick up lots of concepts and lots of facts from pupils and the parents that can teach them, by attending theatres and museums and is topical and cultural valuable and the school has to try and plug the gap a bit. So very topical in educational thinking. As a for instance GCSE English 19th Century are based making illusion around Greek mythology and bible stories and pupils do not know about these stories so we have started teaching them as an example. In some thinking about the curriculum ways we have to build up a stock of cultural capital for those pupils who do not get it from home.</p> <p>Q. A governor asked is this published in the curriculum intent as cultural capital? A. The high level curriculum maps are updated for the school website published in first half of academic year, they will have this year the intent statements and impact statements and implementation. For the benefit of new governors curriculum , intent, implementation and impact is a way Ofsted now is a prism from which they review and intent is what you intend is what you are trying to achieve. There has been a national curriculum since 1988 but there is now more freedom so rightly teachers think properly what curriculum should include. As departments first time to review this. So now the intent statement is reviewed annually and is a sort of intent statement for the whole curriculum once we understand what is happening better on all the subjects.</p> <p>Q. A governor asked does the curriculum committee review this each year? The curriculum Committee reviews the overall curriculum statement every year. We started this as a conversation at last meeting and a curriculum vision before we adopted and curriculum was right at the heart of it. We are reasonably confident of what Ofsted want to hear what they want schools to do.</p>	

Teaching School Status so this is about teaching adults and teacher training and it is a leading school alliance for 3 years which has been evolving but it is likely that this will stop in July 2020 due to funding. Something else may take its place and we are doing our best to be alert to this. Where it matters a lot is that we also train teachers and it is hard to find teachers and the best way is to train your own. From September we have 8 more to train. Thus it is mission critical and we must retain the ability to train our own.

Q. A governor asked does it become an emergency risk in recruitment terms?

A. Yes, quite possible.

With regard to the budget, two things, one is that we had a research project enquiry what we didn't know was how our contact ratio compared to the recommended rates. A rumour is that Teresa May is to give schools a one year 3bn funding package. She wanted more but Hammond said no. Schools leading the fairer funding campaign are saying there may be an extra £3Bn next year. We do have a risk register and one of the risks is financial and the team has done a fantastic job to reduce that.

Q. A governor asked under the recommendations if we had to cope with a budget deficit that 9 curriculum would go against the Ofsted want at the moment?

A. One of the points of the integrated curriculum financial planning exercise is to really understand the cost of the curriculum and matching that cost to your budget so if on the outcome of that if the curriculum is delivering is taught how do we do this with the right number of teachers, can we afford to do that? No we can't because the costs are increasing year on year unless there is extra money from the government. Therefore if you want to reduce those costs what would you do to the curriculum to achieve make that affordable. Not to say we want to reduce the curriculum but we might have to do something drastic to save money in the future, if present funding trends continue.

Q. Finance absolutely recognise that but if there was ever a point of no return we would have to consider these things and have to understand the different phases of that.

A. Any of these points 1-5 and no curriculum offer would be a disaster but so would any of the points 1-5.

Osborne special school – From September we expect 19 yr. 10/11 pupils that are preparing transition to various colleges. We have 3 members of staff based with them. Talks are satisfactory with HCC about the new build hoping to open in September 2020.

Ofsted – as an exempt outstanding school technically we are exempt but Ofsted would like to inspect 10% of outstanding schools every year as some not inspected for some time. They talk about a risk assessment looking at your data, . The last time we had an inspection was a result of a qualifying

complaint. We could be inspected but not likely to be inspected. There are changes in what they are looking at and the way they look at it.

Q. A governor commented on a throwaway comment that only 16% of previous outstanding schools inspected retain their outstanding grading.

A. Quite chilling. If school is not inspected for 10 years a lot can change and also the bar is higher than it was.

In SIP/SEF there are self-assessments. We are self-assessing as Outstanding in all categories except for progress with disadvantaged.

Governors' Parent Survey outcomes

Looking at the pupil attitude surveys, we talked about this at SLT; we did very substantial national pupil benchmarking using Kirkland Rowell in 2015 and results were off the scale. Those numbers are not off the scale today, some are all right but others not. We want to be better than that and want the pupils to be more positive than that. We don't have a definitive answer.

Q. A governor asked do we have the original survey methodology that Kirkland Rowell used?

A. We do know the questions, they were very long surveys and then took the answers and combined them to get hybrid scores which was obscure to us. So we couldn't replicate it. They were very expensive so didn't use them again as we couldn't afford them.

These are now done using Survey Monkey in lessons in a slightly different way. Some scores are much lower than you want them to be. In yr. 11 only 57% said bullying was dealt with effectively and was really disappointing on the other hand 91% said they feel safe.

Q. A governor commented that we had a good discussion on this in PS meeting. The fact that Bullying can be different now than a few years ago so you can't really compare with but trying to understand may be additional work to reassure this.

Q. A governor asked about the year 9 numbers are noticeably different to other yr. groups?

A. Year 11 were much better and when assessed, also the free text, a. they were about to go but perhaps they understand things better and see things in a more rounded way, yr. 9 is an angry time and might be part of it. The curve of behaviour tends to bottom in yr. 9.

Q. A governor asked so you think this is an age related issue so yr. 10 could be better?

A. You can see the numbers in brackets are last years' results. Yr. 11 cheered up, Current yr. 9 were more positive than in yr. 8. It is not thought within the school that yr. 9 are particularly negative.

A governor stated there is a point there about further discussion, it is always good to see stakeholder feedback and what it means, your point about a future agenda item.

Another Governor also suggested about feedback on curriculum items and the observations to be discussed.

It was therefore decided to put this on the PS Agenda to discuss further and bring back to the FGB later.

Teaching and Learning (Curriculum Committee)

We had our SLT curriculum review day on Monday and it might surprise some outside school that the senior staff don't feel we know in detail about everything being taught. In a sense schools didn't have to worry about it because it was a national curriculum and there was an awful lot of it. We spent the whole day on it and some homework time before that. We need to be more intelligent about curriculum intent and plug some gaps in culture capital. The definition from Ofsted put as a national curriculum document stated culture capital is essential knowledge that children needed to be educated to. The focus on curriculum and culture capital is part of the wider Ofsted philosophy not just about exam results. They want to educate the whole child.

Q. A governor asked is there any definition or list to what is included in that?

A. No, refreshingly so. Ministers usually have pet favourites whether its novels or historical and actually not having any information is a nice change. There are plenty of publishers out there interested in selling us stuff.

Behaviour – The rise in higher profile incidents. We haven't got the data in this report as it's not the end of term yet. In September we will let PS have a look. The number of exclusions are higher this year than the previous year. . It's a small minority of pupils but more incidents and slightly more pupils than there were; it is thought provoking and requiring some managing.

Q. Is that something Ofsted would be interested in this?

A. Absolutely yes, Our rates are not startlingly high by national standards though..

Q. A governor asked is there any kind of consistency in the reasons behind it?

A. A year ago we had the drugs problem and still having dealings with stuff about drugs. We have a number of pupils with a lot of repeats of exclusion where we have struggled to find an answer.

Q. A governor reported that there were 4 yr. 11 pupils in Base sit their GCSEs where otherwise they would not have without the support from Base. Just a nice message.

SG
Becki
(Agenda)

A. We had more pupils with a greater variety of special considerations than ever before. We had invigilators in 3 pupils' houses doing their exams. Every pupil on roll did something and did well. Really positive.

The next table is important in that it proves we are not off rolling. Everyone who has been taken off roll has had a good reason and gone to other schools. There is nobody on that list with lessor administration, parents taking their children out for any reasons.

Q. Off-rolling - a governor pointed out that Ofsted would be interested in this, one of the things they preach and look at is off rolling either before or after exams gaining their own stats. It shows we are doing the right thing and the fact that permanent exclusion is doing the right thing.

A. Credibly this year is zero, there is a list coming which is all the pupils that has left other than in yr. 11 wholly transparent so they can see we are framing correctly.

Attendance stats – overall 94.97% whereas last year 95.33% something magic about 95%. We are reasonably confident we can achieve 95%.

Number of Admissions – Very high, slightly up on previous year with more people in catchment area, must mean more houses in our area or there has been a generational shift and some new secondary school age families moved in. Numbers coming in from outside catchment with no previous connection is up.

Q. A governor asked do we have the same data for people coming in within the year?

A. We know where they all come from. We need to add a report for in year admissions.

Disadvantaged Pupils – Long serving governors will know that we are anxious about our performance of DP well it's got better. We have come across some benchmarking data which we have not had before. All to do with how well DP do Nationally. The comparison has always been done with non disadvantaged pupils in our school. When comparing nationally suddenly looking at the results look a bit better. So thinking about Ofsted we have been anxious about that conversation Actually the numbers have been maturing and they will be front and centre of our work ethic. Our DP prog 8 figure of -4.8 comparing to our non DP that looks hideous however across the country in English is -4.4 so we are only a little behind much better than that .7 gap. These numbers were kept secret for a long time. It's nice to know were not quite so bad.

ML

Q. A governor asked has there been a policy change by the government to make that available?

A. No I think it has just been leaked out.

	<p>There was no welfare report at pupil support committee as Jane has been off. There was a bit of a spike in eating disorders there were 5 in yr. 11. Not a rising trend.</p> <p>Safeguarding audit. ML and AP is to carry out next week in a document that HCC ensures each year. With Fiona not being here anymore. ML is now the designated DSL. Jane Berridge does the work.</p> <p>Q. A governor asked is that potentially going to be long term? A. Yes.</p> <p>Q. A governor asked that thanks be passed onto Fiona, she has done some marvellous work over many years. A. Thanks I will make sure this will be passed on.</p> <p>6.2 Q. A governor also asked on the subject of awards, there are a couple of colleagues nominated for Hampshire County Education Awards and we should send our best wishes to Hannah Ransom and Lindsey Leigh.</p> <p>Parent Survey to be carried forwards.</p>	SG
<p>7.0</p> <p>7.1</p>	<p>Core Function 3. Overseeing financial performance of the organisation and making sure its money is well spent.</p> <p>Update from finance committee – (IP) spoke on the following: The presentation by Elspeth on IDSL financial planning. Not much there. Business Managers meeting by Educational Financial Services to make you aware the SFVS a Dfe form must be completed by 31st March each year, this is now going to change on the 31st March. One of the key components to integrate is an element of IDSL analysis. Having gone through this exercise we are well placed on the thinking of this and the team from EFS came to see me and was interested in the methodology we use and they need to develop a tool for all tools to access the same sort of information.</p> <p>A heads up by EFS and the IBC which manages all the HR and financial tools across the public sector which manages the financial transactions. Every school in Hampshire apart from us are now IBC making us the only cheque book school. HCC are now concerned that the processes to support us are becoming unsupportable and want us to become an IBC member. We should change this by the 1st April 2020 and now working on a project plane for training and processes. We have invited them to come in October to explain to the governors what it’s all about and discuss how and when we are going to do this. It will be a big change to the working and we will have to adapt to it.</p> <p>A reminder to governors that policies are delegated to committees these are reviewed by committees and are then referred to the FGB for approval.</p>	
<p>8.0</p> <p>8.1</p>	<p>Policies – The following policies are due for renewal awaiting approval from FGB.</p> <p>Finance policy - APPROVED</p>	

8.2	Finance Terms of Reference. - APPROVED	
9.0 9.1 9.2 9.3 9.4 9.5 9.6	<p>Any Notified Business. Items for discussion raised prior to the meeting.</p> <p>DTG Report – there are still a fair few governors have not booked any training and within our code of conduct we should be booking at least 1 course per year. To book training you must be on Governorhub and I think only 50% have registered so far. (PJ) said that he does send reminders out but the passwords only last for 14 days. (PJ) will send new passwords out for governors to register.</p> <p>We do pay for this service. It costs us £1,500 and we received about £5,000 in training so it is good value for money.</p> <p>New PI forms to be completed today and passed back to Becki.</p> <p>On the school website there is a governor section with a blurb/photo so governors asked to update. Please supply a photo to Becki.</p> <p>Self-Evaluation this was last done about two years ago. Hampshire provided a form and as a guide around training. Think of this as an appraisal a self-appraisal. This is to start the process again for the next term. If we can get these forms out and complete over the Summer. It took a long time last time thus, Easter 4-5 months will be the target to get it done so please give it some thought now. It is a really important tool demonstrating to ourselves we are getting the right feedback and developing ourselves. Everyone should do it including new governors. Chairs of committees will collate, chairpersons will evaluate and give feedback around activities. It is good value but is not published. (NM) said the first task is to which committee you will be evaluated to. A bit of confusion last time. We will update the changes (NM) can you work on that with Becki please.</p> <p>(CW) The other thing I want to review is the committee membership and I will do the homework to ensure we are attending to in the right place. Governors who are one committee I would like you on two committees where possible and understand that personal life/work life gets in the way etc. so I would like you on two committees please think about that.</p>	<p>PJ</p> <p>NM/Becki</p> <p>(CW)</p>
10.0	<p>Reflection. What impact have we had for the children this evening and since last meeting?</p> <ul style="list-style-type: none"> • Culture within the school • Visits made • Staff appreciation scheme • Improvements in facilities <p>Q. A governor said we as a governing body we should be mindful of the work all the staff provide so whilst we have the Staff Appreciation Scheme what could we do more.</p> <p>A. (ML) said this has gone from strength to strength and we are overwhelmed with a number of gifts with more arriving each week.</p>	

	<p>(CW) stated that was from whole school from parents but how else can we governors demonstrate our thanks to school communities and send cards etc. that's nice but also he would like to be more informed of persons going beyond their day jobs, by the way, so please give feedback and feedback from your visits etc. so we can thank them properly for their time.</p> <p>Q. A governor has to say about the improvements in grounds, facilities and activities it is good to see with extra curriculum activities taking place and it makes a difference.</p> <p>A. Another governor endorsed this as he also witnessed this over lunchtimes a hugely wide variety of external activities, people playing tennis, table tennis etc.</p> <p>(CW) We should also show appreciation to the grounds staff who work hard around the school so when you see them show them your appreciation.</p>	
11.0	Meeting closed at 20.30 hrs. Next Meeting 17 th October 2019 6.15pm in the Library.	

ACTIONS SUMMARY

2.2	<ul style="list-style-type: none"> Complete declarations of interest forms 	Governors
4.1	<ul style="list-style-type: none"> 4.2.6 We should pick 3 topics that we think is appropriate that could be brought to next meeting. To be carried forward to next meeting. The subject should focus on training, Low Attainers, behaviour in vulnerable groups. This would be Ofsted's new intent. To be carried forward to next meeting. (NM) stated Training should be an additional night as too much at FGB. Today was all about Culture. Chairs of committees are to put forward some ideas each to be discussed at Committee and brought forward to FGB. 4.2.7 Survey of Year 8 parents and final year is due shortly and we can roll the information out. To be carried forward to next meeting. The important message was that there were nothing that appeared to jump out at you but a few areas which disagree. These areas were sections obvious to us. <p>Each committee to get the action points by (SG) to take action as necessary. Chairs to follow up for next meeting in October.</p> <p>H/T to also follow up to parents in H/T newsletter under theme "What to do if we do not get back to you". (BM) to send out with specific email and deal with all those enquiries and send link to the relevant SLT person. We did say we would give feedback and reacting on the comments of the survey that's one of the key things.</p>	<p>NM PJ (Agenda)</p> <p>SG</p> <p>Chairs</p> <p>Becki</p>
6.1	Q. A governor asked do we have the same data for people coming in within the year?	ML

	A. We know where they all come from. We need to add a report for in year admissions.	
6.1	(Bullying) It was therefore decided to put this on the PS Agenda to discuss further and bring back to the FGB later.	SG Becki
9.1	(PJ) said that he does send reminders out but the passwords only last for 14 days. (PJ) will send new passwords out for governors to register.	PJ
9.5	Self-Evaluation this was last done about two years ago. Hampshire provided a form and as a guide around training. Think of this as an appraisal a self-appraisal. This is to start the process again for the next term. If we can get these forms out and complete over the Summer. It took a long time last time thus, Easter 4-5 months will be the target to get it done so please give it some thought now. It is a really important tool demonstrating to ourselves we are getting the right feedback and developing ourselves. Everyone should do it including new governors. Chairs of committees will collate, chairpersons will evaluate and give feedback around activities. It is good value but is not published. (NM) said the first task is to which committee you will be evaluated to. A bit of confusion last time. We will update the changes (NM) can you work on that with Becki please.	NM Becki
9.6	(CW) The other thing I want to review is the committee membership and I will do the homework to ensure we are attending to in the right place. Governors who are one committee I would like you on two committees where possible and understand that personal life/work life gets in the way etc. so I would like you all to be on two committees please think about that and volunteer if you have a preference.	CW

Signed:

Date: