

Deer Park

Date & Time **Autumn 1, Wednesday 20 September 2017 at 6 p.m.**

Present: **Governors:**

Community (BPET Appointed)

Claire Delaney (Trust Governor) (**Chair**)

Elected Parent

James Boyle

Appointed Parent

Chris Gallant

Staff

Alison Colenso (Headteacher)

(ex officio)

Frances Bracegirdle (elected)

Clerk:

Beryl Hawkins

1. **Apologies** Apologies were received from Graham Dearman, Henry Giles, Nick Hodgess and Heather McKissack (Community Governors).
2. **Declarations of interest**
 - (a) There were no declarations of interest for items on the agenda.
 - (b) Completed declarations of interest forms for the annual update of the register of interests were received from Alison Colenso, Frances Bracegirdle and Chris Gallant. Other governors were reminded to complete and return their forms.

ACTION BY: Governors

3. **Report of the Clerk** The report of the clerk was received (copy in the minute book).

It was noted that since the report was published, AfC had issued Version 3 of the programme of training courses for governors for the academic year and that James Boyle had booked to attend 'How to Challenge Effectively'.

4. **Terms of Reference** The governing body received and **approved** revised terms of reference for the local governing body and its sub-committee. It was noted that the revised terms of reference included changes to reflect the 2017 Bellevue Place Education Trust (BPET) terms of reference for local governing bodies where appropriate and included the delegation of some policy review to sub-committees.

It was **agreed** that the clerk should submit the revised terms of reference to BPET.

ACTION BY: Beryl Hawkins

5. **Named Governors**

- (a) **Looked After Children** On behalf of the governing body Claire Delaney agreed to invite Heather McKissack to be the named governor for Looked After Children (LAC). It was noted that there were currently no LAC on roll.

ACTION BY: Claire Delaney

- (b) **Safeguarding** The governing body noted that James Boyle had attended Safeguarding training and **agreed** that he should be the named deputy governor for safeguarding. It was noted that the role of the deputy was to step in if the Safeguarding governor was unavailable.

The clerk **agreed** to clarify current governor training expectations for named safeguarding governors and other governors and circulate details to governors.

Claire Delaney recommended the Level 1 Safeguarding training organised by BPET for staff and **agreed** to check details of the training scheduled for 4 January 2018 at Rutherford House and circulate to governors.

Chris Gallant stated that he had completed the Channel Awareness online safeguarding training.

Governors were **reminded** that the 'url' for the school's Safeguarding Policy was on the back of governors' ID cards. Alison Colenso **agreed** to send a copy of the revised policy to the clerk for circulation to governors.

ACTION BY: Claire Delaney, Alison Colenso, Beryl Hawkins

6. Minutes and Matters Arising

(a) The minutes of the meeting of the local governing body held on 19 June 2017 were **confirmed** and **signed** (copy in the minute book). It was noted that all action agreed had been addressed or was an item on the agenda.

(b) The draft minutes of the Performance and Curriculum Sub-committee held on 12 July 2017 were **received** (copy in the minute book).

Arising from the Sub-committee minutes it was noted that the shared drive for communicating with parents had been launched at the parents' evening on 18 September 2017, the portal was password protected and the password was changed every month.

Question: A questionnaire has been sent to parents asking if they want their child to appear in newsletters. Is the questionnaire still sent to new parents?

Answer: A 'photographic' permissions form is issued to all new parents, which has boxes for them to tick if they are happy for their child's photo to be used on the website/facebook/newsletters. This does not relate to images on the parent portal, which are not publicly available.

7. Safeguarding Claire Delaney reported that:

- There had been no safeguarding issues since the last meeting.
- An HR review had taken place in the previous week by an external consultant and the report would be circulated to governors when available.
- The HR review included checking of the Single Central Record.

See also Minute 5.

ACTION BY: Alison Colenso

8. Bellevue Place Education Trust (BPET) Claire explained that the BPET termly report to governors would be available later in the term. She reported that Watling Park School had successfully moved into their new premises. Claire also drew attention to the success of the staff gathering at the end of the summer term, which some governors had attended, and reported that a similar event had been scheduled for 6 July 2018.

9. Governors' Visits to the School

- (a) **Visits Undertaken** Chris Gallant and James Boyle agreed to write visit reports for the end of year concert and Claire Delaney agreed to write a visit report for her Ofsted preparation visit.

ACTION BY: Chris Gallant, James Boyle, Claire Delaney

- (b) **Future Visits** (See also Minute 12) Claire asked whether there was anything specific for governors to focus on when visiting the school. Alison presented a wall display in the staffroom showing:

- the five big priorities in the three-year school development plan:
 1. Handwriting (BC1)
 2. Maths – ensuring rates of progress and attainment for girls matches the boys (BC4)
 3. Environment as a second teacher (BC13)
 4. Holding Leaders to account (E1)
 5. Books – building consistency and progression into out marking policy, use of success criteria and presentation (BC10)
- the current two big things:
 1. Teaching & Learning, in particular Handwriting
 2. The Environment, in particular Working Walls
- the key aims for the school in the current academic year.

The governing body **agreed** that:

- Each of the five priority areas should have at least one linked governor.
- Claire should draw up an action plan for the Effectiveness of Leadership and Management area of the plan, circulate the five priorities and invite volunteers to choose a focus area.
- Governors should indicate the area they would like to focus on.

James **volunteered** to focus on handwriting and **agreed** to visit the school at midday on on 29 September 2017.

ACTION BY: Claire Delaney, Governors, James Boyle

- 10. Headteacher's Report** The governing body received the report of the headteacher (copy in the minute book), including:

- Bellevue Visit 5: EYFS focussed Report – 22/3/17
- Bellevue Visit 6: Leadership and Management audit – 19/6/17
- Summer Term 2017 SIP Visit Report – 18/5/17
- SIP Outcomes Report
- start of new academic year
- induction and support of new staff
- Key Stage 1 developments
- buildings update
- summary of data
- School Council

Alison highlighted key points in the report and invited questions from governors.

Question: The Year 2 classroom feels a bit separate from the rest of the school. How does this affect the children?

Answer: Transition between Reception, Year 1 and Year 2 is always a big jump for the children, but all have made a good start. All children in the school regularly meet for assemblies and cross-class sessions like 'paired reading' thus eliminating any perceived isolation and all children go to that building for lunch so it is fully integrated.

The governing body was pleased to note the high percentage of pupils achieving a Good Level of Development over the two years of the school; this was partly due to staff input and targeted interventions; having high expectations had been a big part of the INSET at the beginning of the academic year.

Question: How are we internally supporting the Newly Qualified Teacher (NQT)?

Answer: Staff are working with the NQT to provide expertise where needed. For example, maths is taught in two groups with Frances Bracegirdle taking one of the groups and the NQT the other. The unset groups mean that lower achieving pupils can see higher expectations, the NQT is able to focus on a smaller group of pupils and is supported with expertise from Frances. Through the deployment of Frances to deliver daily maths and English sessions to Year 2 the NQT is supported through mentoring, shared planning, shared assessment, team-teaching and by the school effectively creating a Year 2 teaching team environment. The school has also purchased the NQT induction programme through AfC where our NQT attends bespoke training weekly and external monitoring occurs termly.

Question: How are the logistics of the building and different year groups working out?

Answer: The arrangements are working although pick-up and drop-off are particularly busy times. Breaks are staggered. The school is receiving support from the Trust to address any concerns.

Question: Are you using Classroom Monitor?

Answer: Yes, as well as teacher assessment. Classroom Monitor is currently used for recording assessments in English, maths, science, PE and Music in Key Stage 1.

Alison tabled a confidential School Ranked Scoring Chart table, with other schools anonymised, showing the percentage of children who had achieved a Good Level of Development in Year 1 compared to other schools. It was noted that because of the low number in the Deer Park cohort, one pupil represented 5% of the cohort, so the information tended to give a false picture.

Question: Have you any concerns about the child who did not pass the phonics screening?

Answer: This child has special educational needs, but gaps are being filled and the child has made phenomenal progress. The school is confident that the child will pass the screening in Year 2 and will do everything possible to make this happen.

Question: Have exit interviews taken place for the five children who have left?

Answer: Interviews took place informally. All had left for valid reasons and none of the parents had wanted their children to leave Deer Park. The few children that left, left because of school places becoming available closer to their home and/or they were moving away from the area.

Question: Have the IT issues in the new building been resolved?

Answer: IT had been a major issue at the start of term, but all was now live.

Question: What progress has been made on the permanent site for the school?

Answer: Demolition is now planned for November. The school is waiting for a project plan which will be shared with parents. The project team is duty and contractually bound to adhere to the programme. Communications with the team have been good.

Question: Why is there a question over the admission point for the school?

Answer: A conference call has been arranged with the local authority for the morning of 21 September 2017 with regard to whether the admission point should be at Parkshot or Ryde House. BPET will be making a stand for Ryde House to be the admission point: planning permission was only granted because the school's travel plan assumed a catchment area local to the school.

Question: Are you still expecting that two forms of entry will be admitted in 2018?

Answer: That is the expectation and the local authority have predicted sufficient applicants. A number of schools in the area are not full and the school will need to ensure that 60 places are filled.

Question: What is the benefit for Deer Park of going to two forms of entry (2fe) in September 2018?

Answer: The intention has always been for Deer Park to be a 2fe school. The school has been established with a great reputation which will attract people. A larger school will also attract more money, allowing greater flexibility and a wider range of skills. Each year that we stay as a single entry school we deny another cohort of 30 children seven years of education at the school, so going to two form is a benefit to those children and thus the school.

Question: What is the catchment area for the school?

Answer: Pupils come from TW1, TW9 and TW10 postal areas. The catchment area is about 1,300 metres. Deer Park has been a preference for all places offered and there are parents checking in each day for vacancies. Five siblings have been admitted in the current academic year.

Question: Is there a danger that children who are withdrawn from classes for 20 minutes of music tuition at a regular time each week are missing out on core subjects? How is the gap made up?

Answer: Pupils might miss some English or spelling, but this is not currently a cause for concern. Spelling is ongoing and is themed for the week so it would not normally be necessary for pupils to work extra time. The benefits of learning a musical instrument

outweigh missing small parts of other areas of the curriculum. However we will monitor the situation carefully.

11. Policy Review

- (a) **Behaviour Strategies** The governing body approved the behaviour strategies, including the HEART values, previously circulated to governors and received by the Performance and Curriculum Sub-committee.
- (b) **Sex and Relationship Policy** The governing body approved the Sex and Relationship Policy for Deer Park drafted by Alison following consultation with the Performance and Curriculum Sub-Committee.
- (c) **BPET Policies** The governing body noted that all policies for which BPET was responsible had been reviewed by the Trust and changes notified to the school.

12. Training and Discussion Item – New School Development Plan and the Two Big Things for 2017/18:

- **Writing**
- **Working Walls**

Led by Alison, the governing body considered its role in relation to the priorities in the school development plan in the context of the Ofsted Framework. It was **agreed** that:

- Individual governors linked to a priority area in the SDP should develop an expert knowledge of the area so that they were able to monitor progress, ask appropriately challenging questions and offer support.
- The effectiveness of governors would feed back into the Leadership and Management judgement in the Ofsted Framework.
- Governors needed to be in agreement on the school's strengths and improvement areas and be able to articulate them: all governors should have a knowledge of the school's aims, what the school is good at and key performance data.
- The school needed to ensure that the wider aspects of the curriculum, including values, were not side-lined.

Alison stated that she had almost completed updating the school self-evaluation which would include the top five things that the school celebrates. It was noted that:

- In 2016/17 there was a slight dip in results for maths and that 'good progress' in maths would now be a focus area.
- At the time of the meeting Ofsted had very little data as the second year of results for a 'Good Level of Development' would not be validated until November: the data for the first year of results was skewed because of the small size of the cohort.
- Ofsted would be interested in progress rather than attainment.

See also Minute 9(b).

13. Training It was noted that Alison and Chris had attended a bespoke AfC Ofsted Inspection Dashboard workshop on 12 September 2017.

Governors were reminded that Matt Brown, School Improvement Partner for AfC, would be running a session at the school based on the school's validated data for 2016/17 on Monday 13 November 2017 from 4.30 to 5.30 p.m.; all governors were welcome.

Frances Bracegirdle expressed an interest in attending AfC Safer Recruitment training on Saturday 18 November 2017.

14. Ofsted Readiness The governing body noted that Claire, Alison and Frances were preparing an A4 sheet of key information about the school which governors could use to prepare themselves for Ofsted by checking that they could provide evidence, for example from visit reports and minutes, to support the statements.

The governing body **agreed** that:

- Chris and James should provide Claire with work they had already done using the key questions provided at the Ofsted briefing with Jenell Chetty.
- Claire should complete the sheet of key data for circulation to governors.
- Chris should meet with Jenell Chetty and Alison Colenso on Tuesday 26 September 2017 to go through the school's self-evaluation and ask for further advice on Ofsted preparation.
- Chris should communicate to Claire any advice he received from Jenell relevant to preparation of the information sheet.

Alison stated that other governors were welcome to join the meeting with Jenell.

15. Performance Management The governing body noted that the Resources Sub-committee had approved the recommendations of the Performance Related Pay Sub-committee on pay recommendations, Henry Giles being involved by telephone.

16. Future Meetings Dates of future meetings were **confirmed**:

Monday 11 Dec 2017 (time tbc)	CSA Committee
Monday 11 Dec 2017 at 6 p.m.	LGB (budget monitoring)
Wednesday 17 Jan 2018 at 6 p.m.	Performance & Curriculum
Wednesday 28 Mar 2018 at 6 p.m.	LGB (budget monitoring)
Wednesday 25 April 2018 at 6 p.n.	Performance & Curriculum
Date to be confirmed	Budget Working Group
Wednesday 6 Jun 2018 at 6 p.m.	Resources (budget)
Monday 18 Jun 2018 at 6 p.m.	LGB
Wednesday 11 Jul 2018 at 6 p.m.	Performance & Curriculum

17. Confidentiality The governing body agreed that no confidential minutes were required.

18. Impact Statement The governing body identified actions and decisions they had taken that would have an impact on teaching and learning:

- Governors linked to SDP priorities and visits focused on these
- Involvement in the school self-evaluation
- School based training arranged on Inspection Data Dashboard for staff and governors

19. Meeting Close The meeting ended at 7.50 p.m.

Deer Park School Local Governing Body Minutes Action Sheet		
Minute reference	Action required	By whom and when
2. Declarations of Interest	Complete and return to clerk completed and signed declarations	Governors Immediate
4. Terms of Reference	Submit revised terms of reference to BPET	Clerk Immediate
5(a) Looked After Children	Invite HMCK to be the named governor for LAC	Claire Delaney October 2017
5(b) Safeguarding	Clarify safeguarding training expectations and circulate to governors. Check details of Safeguarding training at Rutherford House on 4/1/18 and circulate. Send copy of revised Safeguarding Policy to clerk for governors.	Beryl Hawkins Immediate Claire Delaney Immediate Alison Colenso, Beryl Hawkins Immediate
7. Safeguarding	Circulate HR review report to governors	Alison Colenso When available
9(a) Governors Visits to the School	Write up visit reports	Chris Gallant, James Boyle, Claire Delaney Immediate
9(b) Future Visits	Draw up an action plan for the Effectiveness of L&M. Circulate the priorities to governors inviting volunteers for focus areas Indicate choice of focus area Visit school for Handwriting event 29 September 2017.	Claire Delaney Immediate Claire Delaney October 2017 Governors Immediate James Boyle 29/9/17
14. Ofsted Readiness	Provide CD with work on Ofsted questions Complete and circulate key data sheet. Visit for self-evaluation and Ofsted prep. Communicate to CD advice from Jenell.	Chris Gallant, James Boyle Immediate Claire Delaney Immediate Chris Gallant 26/9/17 Chris Gallant After 26/9/17