

# **MARY ROSE ACADEMY**

## **MINUTES OF FULL GOVERNORS MEETING**

**Tuesday 15 December 2015**

<b>Present</b>	Alison Beane	(AB)	Executive Head Teacher
	Alistair Gray	(AG)	Co-opted Governor (Acting Chair)
	Chris Green	(CG)	Parent Governor
	Leone Hill	(LH)	Co-opted Governor
	Mary Ive	(MI)	Parent Governor
	Neil Kefford	(NK)	Head of School, Associate Member
	Rosie Lakin	(RL)	Co-opted Governor
	Natalie Lunn	(NL)	Staff Governor
	Hazel Mellers	(HM)	Parent Governor
	Sam Treagus	(HR)	Staff Governor
	Lorraine Swanson	(LS)	Business Operations Director, Associate Member
<b>Apologies</b>	Chris Day	(CD)	Assistant Head Teacher, Associate Member
	Mark Mitchell	(MM)	Co-opted Governor (Chair)
	Kelly Phillips	(KP)	Parent Governor
	Trevor Sapey	(TS)	Co-opted Governor
	Melanie Walton	(MW)	Assistant Head Teacher, Associate Member
<b>In Attendance</b>	David Jordan	(DJ)	Clerk

The meeting began at 5.10pm and was declared quorate.

### **1. Constitution and Membership**

In the absence of the Chair and the Deputy Chair, the Clerk oversaw the election of an Acting Chair for this meeting. Alistair Gray was willing to stand for election and was unanimously elected, unopposed.

### **2. Apologies for Absence**

Apologies for absence were received and accepted from Chris Day (Associate Member), Mark Mitchell (Co-opted Governor), Kelly Phillips (Parent Governor), Trevor Sapey (Co-opted Governor) and Melanie Walton (Associate Member).

### 3. Declaration of Pecuniary Interests

No member declared a pecuniary interest in any agenda item for this meeting.

### 4. Minutes of the Previous Meeting

The minutes of the meeting held on 6 October 2015 were unanimously agreed and accepted as a true record, and were signed by the Chair.

### 5. Matters Arising from Minutes of the Previous Meeting

Minute 3 – (The unsigned version of the declaration of pecuniary interests document should be published on the Mary Rose Academy website.) Action completed.

Minute 6 – (The Executive Head Teacher agreed to forward a skills audit framework to the Clerk for distribution to Governors.) This would be circulated with the minutes of this meeting.

Minute 6 – (Clerk to source a governors' role profile.) Action completed.

Minute 8 – (Governors were invited to send any further thoughts on the Strategic Plan to the Clerk, for forwarding to the Executive Head Teacher. A finalised version would be circulated to Governors in due course.) Governors were happy with the Strategic Plan as drafted.

No further matters arising from the minutes were raised.

### 6. Self-Review Process

a. **Received:** Mary Rose Academy Governing Body – Self Review 2015/16;

**Noted:** Using the Self Review document, Governors considered each question as follows:

1. Do we carry out a regular 360° review of the Chair's performance and elect the Chair each year?

Solent Academies Trust appoints the Chair (and Deputy Chair) of the Governing Body for a term of 2 years. There had not been a 360° review of the Chair's performance to date. Governors were supportive of this idea but thought it might be better co-ordinated by the SAT Board.

2. Do we engage in good succession planning so that no governor serves longer than two terms of office and the chair is replaced at least every six years?

Some governors had been replaced and some had remained in place. All governors were re-elected every three years, by staff, parents or governors depending on the category of governor. The Governing Body had a mix of governors, some of whom were in their first year and some had served since Mary Rose School was formed in 2007. Overall the Governing Body was satisfied with this mix, which provided continuity as well as a turnover of talents and interests.

3. Does the chair carry out an annual review of each governor's contribution to the board's performance?

Governors were not aware of a formal annual review, but felt that a short meeting with the Chair each year would provide a valuable coaching opportunity as well as a performance appraisal process. It was for the Chair to determine how this might be implemented.

4. How well do we understand the school's performance data (including in-year progress tracking data) so we can properly hold school leaders to account?

Governors found the quality of information available to them to be very good. MRA had invested time and resources in identifying and developing the use of BSquared software to provide clear information on pupil progress. Also, the Challenge Partners review reports provided a useful independent overview of the performance across the Academy.

5. Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?

Governors enjoyed their visits to Mary Rose Academy and felt they were welcomed by staff. Many of them had undertaken learning walks and some had also made a planned visit to look into their own area of responsibility. NL had met the Early Years teacher and would attend a lesson observation in the spring term which would be reported to governors. Some governors had attended parents' days to meet parents and find out their views. There was a clear policy on Governors' visits which they found very helpful. Overall, governors believed there was a reasonable degree of engagement with the Academy.

6. How well does our policy review schedule work and how do we ensure compliance?

There was a statutory requirement to annually review and publish some policies on the website and governors ensured compliance by a regular audit of the website. Other important policies were reviewed annually and included in the staff handbook which was also circulated to Governors each year.

7. Do we know how effective performance management of all staff is within the school?

Blue Sky software was in use throughout the academy to record the Performance Management process. There was a Teachers' Pay Committee that made decisions on individual teachers' pay but this did not extend to non-teaching staff and it was not clear how it could be extended to include non-teaching staff. The head Teacher's report included information for governors on the process of non-teaching staff performance management. Coaching was now available for teachers on the management of non-teaching staff in the classroom. At the request of the SMT, further sessions would follow

on “emotional intelligence”. Teaching staff found this coaching very helpful, both in group sessions and one-to-one work, to develop skills that were not part of teacher training. **Action:** Clerk to add Presentation on Blue Sky software to the agenda for the next meeting.

8. Are our financial management systems robust so we can ensure best value for money?

Solent Academies Trust dealt with financial reporting. This was subject to external audit and a termly Responsible Officer’s report. A parent governor who was also a director of SAT reported that SAT drilled down in great detail and the governing body could be assured that financial management systems were robust.

**b. Received:** a paper titled “Governors’ Induction”.

**Noted:** Governors thanked AG for his work on this paper and agreed that it would form a useful basis for the induction of new governors. In particular, the 6-point plan was considered to be a very good starting point and governors believed that a guided tour of the Academy would be valuable for new governors.

The paper also included a list of forthcoming training events organised by Portsmouth City Council Governor Support and highlighted those of particular value to new governors.

## 7. Executive Head Teacher’s Report

**Received:** Head Teacher’s Report dated 15 December 2015 and an oral report from the Executive Head Teacher.

**Noted:** The autumn term data download had just been completed and would provide detailed progress statistics for the LPPS committee meeting in January. Early signs indicated good progress across the Academy, especially in reading, which may result in stretch targets being set for some pupils.

Three learning walks had been completed in the autumn term including 7 lesson observations. Governors’ attention was especially drawn to the Strengths and Areas for Development arising from those observations and listed in the report. The strategic group that was established to develop the assessment process in “Life without Levels” was continuing its work and would report in the spring term.

There were no general issues in Personal Development, Behaviour and Welfare: there was a small and decreasing number of recorded behavioural incidents. Attendance had dropped a little at 92.6%, but remained good.

There were now three members of the SLT enrolled on the National Programme for Senior Leadership. One teacher had completed the National Programme for Middle Leadership and was awaiting the result.

Senior staff of Mary Rose Academy continued to provide a high level of support to Redwood Park School. The contract for this work had been extended to Easter 2016. An Interim Executive Board had been established at the school and was exploring options for its long term future. There were sound arrangements in place in both Mary Rose Academy and Clifdale Primary Academy to minimise the impact of this additional work, but Governors noted that one member of the MRA SLT had been working at Redwood Park for 4 days per week since July. It was not possible at this stage to predict when the situation would become more settled, although there was a clearly documented statement of the desired outcomes.

The total number of pupils on roll was 143, including 10 who had started in the autumn term.

There had been no safeguarding or RIDDOR reportable incidents. All procedures were in place with three senior staff trained as safeguarding officers. In October a whole-school safeguarding training event had taken place and four governors had attended. Governors also noted that, following an unexpected fire alarm during a school concert earlier that day, the hall had been evacuated within 3 minutes.

One of the Parent Governors asked about the effectiveness of the courses delivered at the Craneswater Annexe for gaining employment. Governors were assured that these courses were highly vocational, eg the Jamie Oliver food programme leading to a BTEC award.

## **8. Teaching School Update**

**Received:** The Portsmouth TSA report dated December 2015 and an oral report from the Executive Head Teacher.

**Noted:** Jo Peach and Lynn Nicholls had settled well into their roles as Director of Portsmouth TSA and Schools Direct lead respectively. The Teaching School was running a number of initial teacher training schemes, including Schools Direct, "Grow your own teacher", and Returning to Teaching, in order to remedy a problem with recruitment to teaching both nationally and locally. There was a new MA (Education) programme launched in conjunction with the University of Chichester and a range of shorter CPD programmes. Governors noted with concern that government funding for the Teaching School was due to end in July 2016, after which the work of Portsmouth TSA would have to be self-funding.

There were now 21 Specialist Leaders in Education in Portsmouth, of which seven were teachers in Mary Rose Academy or Clifdale Primary Academy.

## **9. Governors' Training**

**Received:** An oral report from the Chair.

**Noted:** Governors welcomed a proposal from the Executive Head Teacher to run a training session on the Ofsted inspection process immediately before the meeting of governors scheduled for 17 May. This could also be extended to governors of Cliffdale Primary Academy, with the possibility of a joint meeting of the Boards afterwards.

**Action:** Clerk to liaise with the Clerk to Governors at Cliffdale Primary Academy.

## **10. Report from Learning, Progress and Pupil Welfare Committee**

This item was deferred to the next meeting.

## **11. Post to Governors**

No post had been received.

## **12. Any Other Business**

a. TS and RL had met to discuss the nature of the 10-year anniversary celebration. This topic had also been discussed at a SHOUT! meeting. The event would have to be timetabled and may be linked to the summer show. It may also involve a reunion and barbecue. The Cornelius Centre may be able to provide information and memorabilia relating to the former East Shore School. Planning the event would take place during the spring term, beginning with a meeting at 3.30pm on Monday 22 February 2016.

b. The Executive Head Teacher questioned whether the agenda should include an "Any Other Business" item. Useful though it had been at this meeting, it would be good practice for members to inform the chair and clerk of any items they would wish to raise so they could be included in the agenda.

There was no other business raised.

## **13. Date of Next Meeting**

The next meeting will take place at 5.00pm on Tuesday 23 February 2016.

The meeting closed at 6.50pm.

## Summary of Actions

<b>Minute</b>	<b>Action</b>	<b>By whom</b>	<b>Comments</b>
6 (7)	Clerk to add Presentation on Blue Sky software to the agenda for the next meeting.	Clerk	Completed
9.	Clerk to liaise with the Clerk to Governors at Cliffdale Primary Academy to invite Cliffdale Primary Academy governors to Ofsted training at 4pm on 17 May 2016.	Clerk	Completed