

MARY ROSE ACADEMY

MINUTES OF BOARD OF GOVERNORS MEETING

Tuesday 17 May 2016

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

The meeting began at 5.05 pm and was declared quorate.

1. Apologies for Absence

Apologies for absence were received and accepted from Leone Hill (Co-opted Governor) and Kelly Phillips (Parent Governor).

2. Declaration of Pecuniary Interests

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

3. Minutes of the Previous Meeting

The minutes of the meeting held on 23 February 2016 were unanimously agreed and accepted as a true record, and were signed by the Chair.

4. Matters Arising from Minutes of the Previous Meeting

Minute 5 – (The Head of School undertook to circulate the dates of forthcoming Coffee Mornings, to which parents were invited, so governors could attend.) Action completed. The Chair had attended two of the coffee mornings to date and recommended them as enjoyable and a very good source of information about parents' views.

Minute 8 – (Clerk to add a presentation by the strategic assessment group (Life without Levels) to the agenda for the next meeting.) Action completed.

Minute 11 – (Clerk to circulate the dates of the PCC Governors Induction courses to relevant governors.) Action completed.

No further matters arising from the minutes were raised.

5. Presentation on Assessment in “Life without Levels”

Received: a PowerPoint presentation and oral report from the Executive Head Teacher.

Noted: The government had abandoned levels because it believed that some schools were teaching to those levels rather than maximising the achievements of individual pupils. Schools were now free to set their own levels, but there was a concern that some schools were reinventing levels less well, with different names and without standardisation. The presentation, showing the Mary Rose approach to assessing its pupils, “Measuring what we value”, was based upon one that the Executive Head Teacher had presented to the SWALLS conference. Governors heard how the school measured what it values – personal and social development, total communication, pupil outcomes and readiness for the next stage – and the subsets that contributed to those headings. The process was explained, showing how the hopes and dreams of pupils, parents/carers and the school were included and there was a clear set of indicators for pupils' achievement during their time with Mary Rose Academy, including core skills in English and Maths.

Governors asked for more information on MAPP, a term used in the presentation. [Mapping and Assessing Pupil Progress](#) was a suite of materials developed by The Dales School, North Yorkshire to facilitate the planning, assessment and recording of progress in relation to personal learning intentions. An Assessment Research Group (ARG) had been established by Mary Rose Academy, Cliffdale Primary Academy and Redwood Park School under the auspices of Portsmouth Teaching School Alliance. It had found a range of approaches to assessment without levels, including a number of commercial software packages. ARG had looked into MAPP, and found it to be a straightforward, holistic scheme that allowed personalisation for individuals. ARG was now piloting its use in four small groups in two of the schools. The scheme would be evaluated at half term and, if effective, would be implemented across the schools in September 2016, with INSET time allocated for training staff in its use. The schools would continue to use BSquared and P-levels in conjunction with MAPP.

Governors asked for a full presentation on MAPP, including the outcome of the evaluation, at the next meeting of the Board of Governors in July 2016. **Action: Clerk to add to agenda.**

Governors particularly noted the Quality Assurance procedures outlined in the presentation to ensure the robustness of assessment without levels.

Mary Rose Academy was also trialling a version of [RIXWIKI](#), a web-based system that would allow each family or child to have a personalised web page with allocated permissions for updating and viewing. The system allowed more information than was currently available on communication passports and it would be owned by the family/child. The set-up cost would be £9,000 for all three schools. The Board of Governors looked forward to hearing more about this project.

6. Governors Self-Review 2015-16

Received: Mary Rose Academy Governing Body – Self Review 2015/16

Noted: Governors split into three groups to consider the questions on strategy and impact in the Self-Review paper. In the subsequent plenary discussion, the following points were made in relation to each question.

1. Does our vision look forward three to five years and does it include what the children who have left the school will have achieved?

There was not a great deal of information available to the school about former pupils. Some of the KS5 pupils went on to college. Governors and the school would like to see young people go into work, even if were on a voluntary basis, but there were few employment opportunities when they left Mary Rose Academy, although, notably, the Mary Rose Trust did take on volunteers. There was a need to emphasise to FE colleges the importance of work experience. The Executive Head Teacher agreed to report to the next meeting on vocational opportunities provided to KS5 pupils. **Action: Clerk to add to agenda.**

2. Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy? The Self-Evaluation Form and the School Strategic Plan (SSP) and the action plans contained therein were all explicitly linked to the overall vision. The Life without Levels presentation to this meeting was an illustration of this connectivity. Every meeting of the Board of Governors received a report from the Executive Head Teacher which was structured in accordance with the SSP.

3. How effectively does our strategic planning cycle drive the governing board's activities and agenda setting?

The Board of Governors reviewed the SSP in the autumn term every year and the Executive Head Teacher's report to each meeting tracked progress against the SSP.

There was a need to examine the extent to which the discussions of the Board of Governors contributed to the vision. Governors were content that the Board did follow up issues identified to it, such as the room for improvement in Space, Shape and Measure identified in the last Ofsted report and the apparent difference in progress in English between BME and white English pupils identified in 2014-15 pupil progress report. In discussion, MI agreed to review the annual review process as part of her SEN responsibility. **Action: MI.**

Consideration was also given to a suggestion that a small number of pupils might be tracked over a long period of time, possibly including attendance at annual reviews and access to RIXWIKI, to assess the impact of their MRA experience.

4. How much has the school improved over the last three years and what has the governing board's contribution been to this?

- Governors identified a number of improvements, including the following:
- Improvements to the MRA website following a review by the Board of Governors;
- Induction for new governors;
- Outcomes of the GovernorMark review undertaken in 2011-12;
- The implementation of, and participation in, Learning Walks;
- The improvement to the clarity of pupil progress reports following the change of reporting software prompted by governors.

The Chair agreed to produce a short report for the next meeting of the Board of Governors identifying priorities for the next year arising from this year's review process.

Action: Clerk to add to Agenda.

7. Extract from the White Paper on School Governance

Received: Paragraphs 3.27 to 3.35 of the White Paper on School Governance and an oral report from the Chair.

Noted: The Responsible Officer of Solent Academies Trust had drawn attention to this extract from the White Paper, which dealt with strategic leadership and oversight by skilled governing. Governors noted the provision of paragraph 3.30 stating the intention to remove the requirement to include elected parent governors on Boards of Governors but agreed that Mary Rose Academy valued the contribution made by parent governors and would want to continue with them. Governors were already making use of the training opportunities provided by Portsmouth City Council (PCC) Governor Support and would continue to do so.

8. Report of the Challenge Partners Review

Received: Challenge Partners: Quality Assurance Review Written Report and an oral report from the Executive Head Teacher.

Noted: The review visit had taken place on 8 and 9 March 2016 and the Learning, Progress and Pupil Support (LPPS) Committee had received an immediate briefing on the outcomes at its meeting on 9 March, as reported in the minutes circulated for item 13 of this meeting. The review panel had been impressed by the SSP and one member intended to use it as a template for their own school. The headline outcomes of the review were all outstanding and the review confirmed the Joint Practice Development in Learning 3s as an Area of Excellent Practice. It was particularly pleasing that the Quality of Teaching and Learning was still considered to be outstanding when seven teachers were out of the school on residential visits, indicating the extent to which teaching quality was embedded in the school. Governors asked for clarification of the statement “Even better if... there was greater consistency in classroom environments” and were informed that this referred to some classroom individuality being taken too far. Although a degree of individuality was encouraged, children also needed consistency when transferring into a new class. Governors were very impressed with the report of the Challenge Partners visit and asked the Head of School to pass on their congratulations to all staff.

9. Executive Head Teacher’s Report

Received: Head Teacher’s Report dated 17 May 2016 and an oral report from the Executive Head Teacher.

Noted: The report was structured using the main headings from the SSP.

Pupil progress in the spring term had been considered in detail by the LPPS Committee on 4 May. During her visit to Mary Rose today, Sarah Mascall had been very positive about pupil progress.

The number of behaviour incidents had reduced during the year to date and now involved only three pupils. The SLT was monitoring the attendance figure, which had fallen by 1% to 92%, to identify any underlying cause; the outcome would be reported to the LPPS Committee in June. Absence returns were regularly sent to PCC.

All safeguarding procedures are in place and regularly checked by the Business and Operations Director. Three senior staff were trained safeguarding officers. The Executive Head Teacher had recently completed an accredited refresher course which included a course of study and a full audit. The Solent Academies Trust Safeguarding Officers now held regular meetings with an agreed training focus and time to share and reflect. They had also ensured that representatives have attended:

- Prevent Training;
- Child Sexual Exploitation awareness sessions;
- The LA MAT Roadshow that is raising awareness for professionals on the new structure that is being introduced;
- Ofsted readiness training.

All staff had attended refresher training in January 2016 and each held a copy of the relevant sections of Safeguarding Children 2015, which would be replaced as soon as the 2016 version becomes available before the next school year.

The Health and Safety governor was scheduled to visit the school this term and would report to governors.

PSENSP continued to work at capacity and was moving towards a service level agreement with PCC.

The school did not expect to have room for additional pupils with autism in Sept 2016 due to pressure on places.

There had been no RIDDOR reportable incidents.

10. Update on Redwood Park School

Received: an oral report from the Chair.

Noted: Solent Academies Trust had been confirmed as the preferred sponsor for Redwood Park School and Mark Mitchell had joined its Interim Executive Board. Both PCC and the Regional Schools Commissioner had expressed confidence in this decision. Work in connection with academy conversion was well underway, the process of due diligence had begun and the formal order was expected by the end of May. Governors considered this to be excellent news for pupils and families and for the trust as a whole in its mission to ensure high quality, integrated SEN provision in the city.

A Head of School, Jo Tondeur, was appointed for Redwood Park on Friday 13 May. This was a significant appointment. The staffing re-structure had commenced, three of the four middle leaders in the structure had now been appointed and there was a full complement of teaching staff in place for September.

Governors expressed their thanks to Alison Beane, Lorraine Swanson, Hannah Richardson and Ashley Oliver-Catt for their work at Redwood Park School over the past ten months leading to this successful outcome.

11. Teaching School Update

Received: Minutes of the Portsmouth TSA meeting held on 18 March 2016 and an oral report from the Executive Head Teacher.

Noted: Alison Jeffery, who was recently appointed as the Director of Children's Services and Education at PCC was very supportive of the teaching school and met regularly with its representatives. The next meeting would be with her deputy, Mike Stoneman, on Monday 23 May.

12. Governors' Training

Received: An oral report from the Chair.

Noted: The Chair had recently attended a PCC briefing on academisation. The city council would like to form a supporting group of multi-academy trusts and maintained schools.

13. Report from Learning, Progress and Pupil Welfare Committee

Received: Approved minutes of the Learning, Progress and Pupil Welfare Committee meeting held on 9 March 2016.

Noted: Members of the committee had found the Head of School's briefing on target setting and tracking, recorded in minute 6, very helpful and informative. The Chair thanked the committee for undertaking important detailed work on behalf of the Board of Governors.

14. Post to Governors

The following items of post had been received:

- a. PTA+ magazine summer term edition;
- b. A letter from PCC to the Chair asking for current attendance data.

Item a. had been passed to RL for the Friends of Mary Rose Academy; item b. was somewhat puzzling as attendance data had been regularly sent to PCC (see minute 9 above). The Executive Head Teacher agreed to investigate the reason for this letter.

15. Date of Next Meeting

The next meeting will take place at 5.00pm on Tuesday 12 July 2016.

The meeting closed at 7.20pm.