

Mary Rose Academy

Minutes of the Board of Governors Meeting



Date: Tuesday 14 February 2017 Time: 5.00pm
Location: Mary Rose Academy

Present:	Mark Mitchell (MM) (Chair)	Co-opted Governor
	Alison Beane (AB)	Executive Headteacher
	Alistair Gray (AG)	Co-opted Governor
	Mary Ive (MI)	Parent Governor
	Chris Green (CG)	Parent Governor
	Leone Hill (LH)	Co-opted Governor
	Jane Dutton (JD)	Staff Governor
	Neil Kefford (NK)	Head of School, Associate Member
	Hazel Mellors (HM)	Parent Governor
	Natalie Lunn (NL)	Staff Governor
Apologies:	Rosie Lakin (RL)	Co-opted Governor
	Trevor Sapey (TS)	Co-opted Governor
In Attendance:	Karen Frost	Clerk to Governors

1. Constitution and Membership

Governors noted the vacancy for a Parent Governor which would be advertised.

Action: NK

2. Welcome and Apologies

The Chair welcomed everyone to the meeting. Apologies for absence were received and accepted from Rosie Lakin and Trevor Sapey.

3. Declarations of Pecuniary Interest

There were no declarations of pecuniary interest relating to the items on the agenda.

4. Minutes of the Previous Meeting

Minutes from the meeting held on 13 December 2016 had been distributed in advance. They were agreed to be a true record and signed by the Chair.

5. Matters Arising

Governors discussed the following matters arising:

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- 6: Cliffdale had received an Outstanding grade in their Ofsted inspection which was fantastic.
- 9: The Pupil Premium funding report had been further anonymised and would be published on the website.

AG entered the meeting.

- 13: Portsmouth governor support services would be coming to an end. The authority had agreed to continue with the Governors' Forum and had been circulating training programmes from Hampshire Governor Services and Newport Educational. Rather than buying in the full support package from either of the providers, it was suggested that the governing body could buy in induction training for new governors and then bespoke training as and when needed for the local governing body, for example when there were key changes in policy or procedure. Initially it was agreed to organise a trust wide governor training session on safeguarding for the summer term.

Action: MM

- 14: At the last meeting of the Learning, Progress and Pupil Support Committee, governors had received a presentation on the assessment wheel and considered pupil data.

6. **Executive Headteacher's Report**

Governors received the Executive Headteacher's report dated 14 February 2017 and an oral report from the Executive Headteacher.

Governors reviewed progress against the academy strategic plan:

a) **Outcomes for pupils**

Outcomes for pupils were extremely positive. Pupils were making excellent progress and were needing less interventions than last year.

b) **Quality of teaching**

Learning walks had been moved to later in the spring term due to the dates of Rock Challenge. Senior and middle leaders continued to 'drop in' to classes and the coaching 3s had been continuing. No concerns had been identified.

c) **Assessment**

All staff had begun to use the Solent Academies Wheel. The first evaluation would take place at the end of the spring term.

d) **Personal Development, Behaviour and Welfare**

Behaviour continued to be well managed. Three pupils were a cause for concern and were being monitored closely. One pupil had been temporarily transferred to the Albert Annexe. Attendance was currently at 92%.

Governors asked how attendance compared to mainstream schools. AB explained that mainstream schools aimed for attendance of 97/98%. Special schools tended to have lower attendance from around 87% up to the national norm. The lower attendance was generally due to the impact of long term health conditions on the attendance of small numbers of pupils. Mary Rose Academy had high attendance

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for a school of its type. Cliffdale had attendance figures of 93-94% and Redwood of 91–94%.

Referring to the increased use of the safeguarding system CPOMs, governors asked whether there would be the correct balance between sharing safeguarding information and maintaining confidentiality. NK explained that teachers currently kept notes in classrooms when they were monitoring safeguarding concerns. These notes were being made digital which would make them more confidential. Teachers only had access to their notes in the CPOMs system. The benefit of the system was that it was bringing all of the information about a child into one place in a secure format. All staff required a key as well as their user id and password to access the system.

Governors asked how many staff had access to all of the information about individual children. NK said that it was only the Head of School, Assistant Head and Executive Headteacher. Paper copies of the information were kept in a secure filing cabinet.

e) **Leadership and Development**

Two members of the Wider Leadership Team had recently submitted their projects for the NPQSL. The leadership taster course continued. The appraisal process was being supported again through a coaching programme.

Joint practice was being shared across the schools in the trust and a joint CPD day was being held on 17 March 2017 based on the three areas of the wheel. Networks across the schools were being set up, including a safeguarding team. The Heads of Schools would take part in learning walks across all three schools.

MI entered the meeting.

The academy continued to provide support for other schools, including a high level of support to Redwood Park Academy. The outreach service (PSENSP) continued and was working at capacity. Governors asked if the outreach service could take on more work if it had more money. AB said that it could. She didn't feel it was being used in the best way strategically to raise standards but was hopeful that this would be addressed by the Portsmouth Education Partnership.

There were currently 146 pupils on roll. There were already more requests for places than the academy had room for.

Governors were invited to a range of events taking place:

- 1 March 2017: Rock Challenge
- 7 March 2017: 10th Anniversary Celebrations
- 17 March 2017: Joint CPD day
- 19 May 2017: Dinner and dance
- 1 July 2017: 10th Anniversary BBQ

6. **Presentation about the Implementation of the Wheel**

Governors received a copy of the vision for the academy, a document detailing the

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segments and links of the wheel and an oral presentation from Neil Kefford.

The academy had carried out a huge amount of research over the last year into what they felt was important for young people to achieve and what they wanted to be able to demonstrate. Members of staff felt that there shouldn't just be a focus on children's progress in the core curriculum areas of Maths, English and Science but also on other areas that were just as important for the children.

The wheel had been designed with the academy's vision in mind and broken down into three main segments:

- Personal health and wellbeing
- Communication
- Resilience for learning

These segments were then broken down into smaller sections and links. The wheel enabled staff to upload evidence to demonstrate progress of children in these areas.

Governors asked who made the decision about whether a skill had been fully or partially completed. NK said that teachers made the decision based on children's confidence in a particular area. Moderation would be carried out once the wheel was fully up and running.

Governors said it would be interesting to compare the teacher's perspective with the parents' perspective. AB said that a parent wheel and children wheel could be created and compared to the teacher's wheel. This was something that would be considered once the wheel was fully up and running.

Governors asked if the wheel was progressive as far as pupil progress was concerned; did the segments of the wheel nearest to the 'hub' have to be completed first before moving progressively towards the 'rim' of the wheel segment by segment? NK said this wasn't necessarily the case. The academy was trying to move away from a linear approach to progression. Children's learning tended to be more scattered.

Governors asked about moderation of results. AB said that the wheel was promoting a common language across the trust in terms of pupil development but the details would look different across each school and across the trust. The wheel would be specific for each child.

Governors said that the wheel sounded intellectually coherent and asked how staff had found it. Staff governors said that they liked it, it was easy to use and made sense. The wheel focused on skills that were important for pupils and they felt that it was progress in these areas that needed to be recorded and monitored.

Governors asked whether the system could be used to track pupil progress against targets. NK said it couldn't be used in the same way. Rather than tracking progress it told a progression story. The trust still used B Squared to track progress against core areas of learning, though it was noted that P levels would be going in the future. Once P levels were no longer used, schools would be encouraged to develop stand-alone systems. Governors discussed the problems of benchmarking against other schools if everyone was using different assessment systems.

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Governors asked if the introduction of the wheel had increased teachers' workload. Staff governors said that evidence portfolios had been dispensed with, which had relieved some of the workload. The new system involved the whole team rather than just teachers which meant the workload was spread more and there was more support. The new system included more information than the portfolios had and was more about the whole child. Governors agreed that the system seemed to present a richer picture of progress.

Governors thought the new system might help staff keep a record for their own benefit and for evidence for appraisals.

Governors expressed concern about whether the system would be rigorous enough in terms of tracking progress. NK explained that the trust continued to use B squared and that Challenge Partners would be back in the autumn term which would be an opportunity to gather other professional opinions.

7. **Update from Solent Academies Trust**

Governors received an oral update from Mark Mitchell.

Redwood Park joined the trust on 1 February 2017. The Local Authority had agreed to take on the liabilities for pension strain and allocated £156,000 towards the cost of replacing the water systems. The 32 pupils who had been incorrectly banded were now on the correct band which had made a significant difference to the annual budget meaning it would now be able to balance.

Governors thanked the staff from both Mary Rose Academy and Cliffdale Academy who had provided support to Redwood Park over the last 15 months. It had been a model of support and sharing of best practice.

The Solent Academies Trust board was having discussions about the next steps for the trust and had received a presentation from the Deputy Regional School's Commissioner at their last meeting. There would be challenges in terms of professionalising the Trust Board. It would be important to make sure that the board had the correct balance of skills and the right systems of accountability in place. There also needed to be the correct links between the Local Governing Bodies and the Trust.

A new logo for the trust was being developed and would be circulated to governors. The next step would be to create a website for the trust.

8. **Teaching School Update**

Governors received an oral update from the Executive Headteacher.

The Teaching School was now linked with the Portsmouth Education Partnership. Governors were shown the new Portsmouth Teaching School Alliance website.

The Teaching School had a new Executive Director who was seconded to the Portsmouth Education Partnership and carrying out a huge amount of school improvement work in Portsmouth. This appeared to be having a positive impact

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already and support was being requested by schools.

A session had been held to look at the next steps, what was going well and what needed to be developed. It had included representatives from the RSC, the university, Portsmouth College, MATs, single academies and schools.

It was agreed that it would be good for governors to have a presentation about the Teaching School at a future meeting.

9. Report from the Learning, Progress and Pupil Support Committee

Governors received the minutes from the meeting of the committee held on 24 November 2016 and an oral report from the meeting of the committee held on 25 January 2017.

The January meeting of the committee had been held at the Albert Annexe which had been very interesting and had included a tour of the building.

10. Date of the Next Meeting

The next meeting of the Local Governing Body would be Tuesday 16 May 2017 at 5.00pm.

Governors passed their thanks onto Neil Kefford who was leaving the academy at the end of the term. They expressed their appreciation for all he had done while being Head of School and wished him all the best for the future.

There being no further business, the meeting closed at 6.30pm

Summary of Actions

Minute	Action	By whom	Target Date
10. (Oct 16)	Clerk to add to agenda for the May meeting of the Board of Governors a briefing by Paul Hoggett, Head of Sixth Form, on vocational developments during the current year.	Clerk	May 17
1.	Advertise the vacancy for a Parent Governor.	NK	May 17
5.	Organise a trust wide governor training session on safeguarding for the summer term.	MM	July 17

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