

MARY ROSE ACADEMY

MINUTES OF BOARD OF GOVERNORS MEETING

Tuesday 23 February 2016

Present	Mark Mitchell	(MM)	Co-opted Governor (Chair)
	Alison Beane	(AB)	Executive Head Teacher
	Chris Green	(CG)	Parent Governor
	Leone Hill	(LH)	Co-opted 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	Alistair Gray	(AG)	Co-opted Governor
	Mary Ive	(MI)	Parent Governor
	Kelly Phillips	(KP)	Parent Governor
	Sam Treagus	(ST)	Staff 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 5.02pm and was declared quorate.

1. Apologies for Absence

Apologies for absence were received and accepted from Alistair Gray (Co-opted Governor), Mary Ive (Parent Governor), Kelly Phillips (Parent Governor) and Sam Treagus (Staff 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 15 December 2015 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 – (Governors' Self-Review.) When this process was completed, the Chair would produce an action plan for the next school year.

Minute 9 – (Governors' Training.) Governors were reminded of the briefing on the current Ofsted inspection framework by Sarah Mascall which would precede the next meeting on Tuesday 17 May 2016.

No further matters arising from the minutes were raised.

5. Self-Review Process

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

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

1. How well do we listen to, understand and respond to our pupils, parents and staff? There was a strong parent representation on the Board of Governors, but it was felt that they could interact with other parents more widely. Although the Chair had not recently attended a meeting of SHOUT!, the pupil forum, both TS and RL did so regularly. There was also an annual joint meeting of SHOUT! and the Learning, Progress and Pupil Support Committee at which most governors were able to share pupils' concerns and triumphs. NL liaised regularly with staff about Governors' meetings. The Head of School undertook to circulate the dates of forthcoming Coffee Mornings, to which parents were invited, so governors could attend. The most recent coffee morning had been very busy and very successful. **Action: Head of School.**

2. How do we make regular reports on the work of the governing body to our parents and local community?

Governors felt that they needed to do more to explain their work. There was some engagement with the community, for example the Chair and Clerk attended the PCC termly training event for chairs and clerks at which they met and interacted with other chairs and clerks. TS, who represented the Mary Rose Trust responsible for the maintenance and educational projects of the Mary Rose Tudor warship at public events, always made a point of talking about the links between the Trust and Mary Rose Academy and his role on the Board of Governors. It was agreed that there should be a governance section added to the newsletter for parents and better use should be made of the MRA Facebook page.

3. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?

The Board of Governors believed that Mary Rose Academy was strong on this question. The Executive Head Teacher was a National Leader of Education, the Chair was a National Leader of Governance. There were strong sporting links, including being the pioneer for special school sports in Hampshire, and the annual participation in the National Rock Challenge. Mary Rose Academy was at the centre of the Portsmouth Teaching School Alliance and took part in Challenge Partners Reviews, which participating staff found especially valuable. There was also the collaboration with Portsmouth College to ensure further education opportunities for MRA pupils when they left the Academy.

4. How do we make use of good practice from across the country?

The principal source of national information was The Key which was accessed by both governors and staff. For example, the working group on “Life without Levels” had referred extensively to The Key. The Executive Head Teacher had been booked to make a presentation at a national conference on assessment after levels. Governors were satisfied that Mary Rose Academy did its best to disseminate good practice as well as being aware of it.

6. Update on Redwood Park School

Received: an oral report from the Chair.

Noted: Solent Academies Trust (SAT) had received a letter from Redwood Park School inviting an expression of interest in sponsoring the school’s conversion to an academy. The SAT Board had met in January and had agreed that they were willing to sponsor the conversion subject to some caveats about funding and estates. The Redwood Park interim executive board wanted to meet representatives of two multi-academy trusts that had expressed an interest and the Chair, Executive Head Teacher and the Business and Operations Director had made a presentation. The other trust was due to meet the IEB on 7 March and a decision was expected shortly after that date. SAT would then undertake a period of “due diligence”. There were no indications to date of the Redwood Park IEB’s intentions, but the Chair would contact the SAT Board and the Mary Rose Academy Board of Governors with any updates. The delay was frustrating, not least because Alison Beane had been interim Executive Head Teacher at Redwood Park since July 2015, as governors were aware from previous discussions. Governors were concerned about this role continuing if the Redwood Park IEB decided to deal with another multi-academy trust and were reassured that SAT would want to keep any such handover period as brief as possible.

7. Presentation on the Strategic Use of Blue Sky Software

Received: a presentation by the Head of School.

Noted: Blue Sky was an online tool used in Mary Rose Academy and other schools to link the strategic plan to training, staff development and the appraisal system. It was

used to manage and record continuous professional learning (CPL), including a record of feedback on training sessions, thus allowing Melanie Walton to have an overview of all training needs and the impact of CPL. Both MRA and Cliffdale shared the same system, which also maintained a record of staff meetings.

Blue Sky was paramount to the appraisal system. The system included a record of all the standards for teaching assistants, teachers and leadership roles, allowing all staff to identify their strengths and areas for development. This made Blue Sky a powerful tool that could be used quickly in any appraisal meeting. It also helped to create a strategic CPL plan for the following year. Users could drill down into each objective. Because everything was linked to the school plan, the SLT could see what steps were being taken to implement the plan. Staff were able to collate evidence and review their appraisal objectives. Blue Sky also produced data reports, one of which informed the annual meeting of the Teachers Pay Committee.

The incidence and outcomes of learning walks were also recorded on Blue Sky, including WWWs and EBIs (What Worked Well and Even Better If...), as well as lesson observations and related dialogue between the observer and the observed teacher. Staff were also able to record personal objectives not related to the school plan, for example research interests. The staff governor reported that she had been using Blue Sky for 4 years and found it invaluable for recording evidence such as photographs of in-class events.

8. Executive Head Teacher's Report

Received: Head Teacher's Report dated 23 February 2016 and an oral report from the Executive Head Teacher.

Noted: The report was structured using the main headings from the School Plan. Attention was particularly drawn to the Challenge Partners Review to take place 7 to 9 March and the visit by Sarah Mascall in May.

A series of learning walks had been recently completed, three of which included governors, who found the learning walks to be an excellent process that brought to life the content of governors' meetings. The Challenge Partners Review would also include lesson observations.

All but one of the lesson observations were found to be Good or Outstanding and the report described the actions in place to make improvements. Governors' attention was especially drawn to the Strengths and Areas for Development arising from those observations and listed in the report.

The strategic group established to develop the assessment process in "Life without Levels" was continuing its work and now included a member of staff from Redwood Park School. The group would report in the spring term and would make a presentation to the next meeting of the Board of Governors. **Action: Clerk to add to agenda.**

There were no general issues in Personal Development, Behaviour and Welfare: the number of recorded behavioural incidents remained low. Attendance remained more or less unchanged at 92.5%, which was considered to be good in an SEN setting. The child protection monitoring system, CPOMS, was now in use, providing a very secure system for recording “notes of importance” that safeguarding leads could access promptly and securely. It also provided evidence on which to base the judgement that pupil safety and safeguarding were exemplary.

Three members of the SLT were continuing on the National Programme for Senior Leadership. The Board of Governors congratulated Kirsty Troughton on her successful completion of the National Programme for Middle Leadership.

Lorraine Everitt had been engaged to deliver a coaching programme to teachers to improve their management skills, particularly in relation to appraisal of their teaching assistant team.

The total number of pupils on roll stood at 142.

There had been no RIDDOR reportable incidents.

9. Mary Rose 10-year Anniversary Celebrations

Received: a slide presentation depicting the building of the school and an oral report from the Executive Head Teacher.

Noted: There were two key dates: September 2016, the decade anniversary of the founding of Mary Rose School by amalgamating the Fatcher School and East Shore School, and February 2017, which would be the decade anniversary of moving into the new school premises. A meeting had taken place on 22 February including ten staff who worked in one of the two preceding schools.

Proposals for celebrating the anniversaries included:

- An invitation to Ade Adipitan, who had formally opened the new building, to a school reunion;
- An invitation to Mr Tumble, a CBeebies presenter who worked with Makaton, to attend an event;
- Involving the anniversary in all school events;
- An artwork project, possibly a tree;
- Participation in the Great South Run;
- Souvenirs for children and staff;
- A special celebration for a pupil born on or nearest to the opening date.

A committee would be convened to include parents, governors, Friends of Mary Rose and staff to manage the arrangements.

10. Teaching School Update

Received: An oral report from the Executive Head Teacher.

Noted: The Portsmouth TSA continued to make good progress. CPD was focussed on cost-effectiveness. There had been good take-up, especially from primary schools. A formal evaluation of the impact of the teaching school was under way and the results would be reported to the May meeting of the Board of Governors.

Governors remained concerned that government funding for the Teaching School was currently due to end in July 2016.

11. Governors' Training

Received: An oral report from the Chair.

Noted: Portsmouth City Council were to provide Governors Induction Training in two parts on 28 April and 5 May 2016, which newly appointed governors were encouraged to attend if possible. **Action: Clerk to circulate the dates of the PCC Governors Induction courses to relevant governors.**

The Chair and Clerk had both attended the evening for Chairs and Clerks in January.

12. Report from Learning, Progress and Pupil Welfare Committee

Received: Minutes of the Learning, Progress and Pupil Welfare Committee meeting held on 23 September 2015.

Noted: During a visit to Mary Rose Academy, RL had investigated the apparent difference in progress between BME and White British groups in English reported in the 2014-15 pupil progress report. (Minute 4 of the LPPS minutes referred.) The BME group comprised only three pupils, all of whom had very complex needs and therefore had individual learning plans. RL was satisfied that these factors explained the reported difference and no further action needed to be taken at this time.

With about 20 children from minority ethnic groups enrolled, the Academy was asked to consider whether signage should include other languages.

13. Post to Governors

One letter advising governors of a forthcoming event publicising Portsmouth City Councils traded services had been received and passed to the Business and Operations Director.

14. Date of Next Meeting

The next meeting will take place at 5.00pm on Tuesday 17 May 2016. This meeting will be preceded at 4pm by Sarah Mascall's presentation to governors of both Mary Rose Academy and Clifdale Primary Academy on the Ofsted Inspection Framework.

The meeting closed at 7.00pm.

Summary of Actions

Minute	Action	By whom	Comments
5 (1)	The Head of School undertook to circulate the dates of forthcoming Coffee Mornings, to which parents were invited, so governors could attend.	Head of School / Clerk	Completed
8.	Clerk to add a presentation by the strategic assessment group (Life without Levels) to the agenda for the next meeting.	Clerk	
11.	Clerk to circulate the dates of the PCC Governors Induction courses to relevant governors.	Clerk	Completed