

Houghton Primary School
Teaching, Achievement, Behaviour and Safety (TABS) Committee
Tuesday 28 March 2017 at 6.30pm

Governors Present:

Vickie Graham (VG) Chair
 Lauren Brown (LB)
 Marina Hilton (MH)
 Amanda Read (AR)
 Frances Smith (FS)
 Georgina Young (GY) Head teacher

Also Present:

Caroline Lewis (CL) Clerk

	Agenda Item	Action
1	Apologies for absence: There were no apologies.	
2	Declarations of pecuniary interest: There were no declarations of pecuniary interest.	
3	Confirmation and signing of Minutes of the last TABS Committee meeting: The Minutes of the meeting on 20 February 2017 were agreed by the Committee and signed by the Chair.	
4	<p>Actions arising from the Minutes: The Actions schedule was circulated to Governors prior to the meeting.</p> <p>a. <i>Action Item 7: LB gave update. To be sent out in April. Action: LB to forward draft to MH and Head.</i></p> <p>b. <i>Action Item 8: No Ofsted questions available. Completed.</i></p> <p>c. <i>Action Item 16: See Agenda Item 10a.</i></p> <p>d. <i>Action Item 22: Date to be arranged. Ongoing.</i></p> <p>e. <i>Action Item 23: Meeting arranged for 24 April. Ongoing.</i></p> <p>f. <i>Action Item 24: Completed. Action: Chair to arrange Governors' visit to monitor Assessment Policy amendments.</i></p> <p>g. <i>Action Item 28: Included in Headteacher's report. Completed.</i></p> <p>h. <i>Action Item 29: Discussed at FGB. Completed.</i></p> <p>i. <i>Action Item 30: Ongoing.</i></p> <p>j. <i>Action Item 31: Ongoing.</i></p> <p>k. <i>Action Item 32: Action amended: MH to add section for recording Impact.</i></p> <p>l. <i>Action Item 33: GD and VG included in discussion. Completed.</i></p> <p>m. <i>Action Item 34: Completed.</i></p> <p>n. <i>Action Item 35: See Agenda Item 5b. Ongoing.</i></p> <p>o. <i>Action Item 36: Ongoing</i></p> <p>p. <i>Action Item 37: Ongoing.</i></p> <p>q. <i>Action Item 38: Completed.</i></p> <p>FS joined the meeting at 7pm.</p>	<p style="text-align: center;">LB</p> <p style="text-align: center;">MH,Head Head Chair</p> <p style="text-align: center;">Chair MH MH</p> <p style="text-align: center;">MH,LB Chair Chair</p>
5	Governor Business:	

Signed by Chair:

Date:

	<p>a. Governors' strategic plan - Vision:</p> <ul style="list-style-type: none"> i. A draft Governors' Vision document had been circulated at FGB for comment and discussion at TABS and FPPS committees. ii. Governors queried a number of statements shown on the Vision and ethos cloud and suggested alterations, including the addition of an opening sentence to explain the purpose of the diagram. iii. Governors agreed that MH should amend the existing draft but not to circulate it until after the FPPS Committee discussion, from which further amendments may result. <p>Action: Governors to further review Vision "cloud" and suggest amendments to MH.</p> <p>b. Questions arising from:</p> <ul style="list-style-type: none"> i. Reports from Governors' visits: The visit to St Peters' School had been discussed at FGB. ii. Standards and Achievements Sub-Group update. <ul style="list-style-type: none"> a) Notes from the first meetings had been drafted. b) Following the next meeting of the Standards and Achievements Sub-Group, MH and LB would provide a consolidated report for discussion at the next TABS Committee meeting. 	All
6	<p>Leadership and Management: The Head gave Governors a verbal report on the following areas covered within the Ofsted framework:</p> <p>a. Vision and values:</p> <ul style="list-style-type: none"> i. Pride in tidiness: The focus on taking Pride was having a positive impact on both school work and the school environment. The weekly 'Tidy Cloakroom' award was having a noticeable impact on care and respect for the school environment which was filtering into other areas of school life. The Head explained that the School caretaker, Mick James, undertook cloakroom checks on a daily basis and awarded points leading to the presentation of the weekly award. ii. Pride in work: Scrutiny of children's books showed an improvement in pupils pride for their own work and presentation of work. iii. BLINK assessments: The weekly BLINK monitoring visits were having a positive impact on the quality of teaching and enabling a higher profile for the Headteacher in and around the school. She has enjoyed talking with the children regularly about their learning and reported that they enjoyed sharing their achievements with her at other times across the week. iv. Impact: <ul style="list-style-type: none"> a) <i>A Governor queried how to assess what the children thought about Pride and the presence of the Head in class.</i> b) Governors agreed that it would be useful to know what children the children thought and could do this through Pupil Voice groups. <p>Action: Chair to arrange to discuss Pride and presence of Head in class with Pupil Voice groups</p> <p>b. Curriculum:</p> <ul style="list-style-type: none"> i. The Head gave details of the review she had undertaken of the new curriculum drivers. There were 3 specific areas that she felt needed further work: <ul style="list-style-type: none"> a) Diversity, because Houghton was a small rural school with limited exposure to the increasingly diverse cultures elsewhere in the county/country. 	Chair

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	<p>f. Monitoring of teaching, learning and assessment:</p> <ul style="list-style-type: none"> <i>i. In response to a query from a Governor, the Head gave details of the value that she gained from the BLINK assessments, which enabled her to identify support and actions required throughout the School and for individual members of staff.</i> ii. The Chair intended to examine the curriculum. She suggested that as BLINK assessments had only recently been introduced, she should conduct a second staff survey to focus on the impact of the BLINK assessments from the teachers' perspective. The Head agreed. iii. <i>iii. In response to a question from the same Governor, the Head confirmed that weekly BLINK assessments were valuable and achievable.</i> The only pressure arose with a need to give feedback on the same day within the constraints of a busy school day. iv. The Head reminded Governors that at the moment only the Head and FS were carrying out the assessments but in the summer term another teacher would assist as part of developing her leadership role. The intention was to roll out the responsibility to all teaching staff. v. FS commented that undertaking the BLINK assessments was valuable to her role as Deputy Head. <p>g. Pupil Premium: Pupil Premium was covered at FGB. Going forward, the focus would be on how to target the funding.</p> <p>h. Safeguarding: The Safeguarding report had been discussed in detail at FGB.</p> <p>i. SEND: The SEND report had been discussed at FGB.</p> <p>j. EYFS: EYFS had been discussed at FGB.</p> <p>k. Other leadership:</p> <ul style="list-style-type: none"> i. <i>i. The Head commented that with the current priorities, development work for middle leadership had been delayed and would be focused on in the summer term.</i> ii. A Governor commented that the current level of support being received from the LA was clearly having a positive impact. iii. The Head reminded Governors of the way in which the BLINK assessments would be extended, initially with one additional assessor. The long-term intention was to involve all teaching staff within their middle leadership roles and responsibilities. iv. Governors discussed the funding cuts, which would have a major impact on future progress and could affect staffing. 	
7	<p>Teaching, Learning and Assessment:</p> <p>a. Teachers' standards:</p> <ul style="list-style-type: none"> i. The Head had circulated the Teachers' Standards for information prior to the meeting. ii. Governors were mindful of the demands placed on teachers by the introduction of the new curriculum and the Ofsted cycle. Impending funding cuts would exacerbate demands on the staff. <i>iii. In response to a query from Governors, the Head confirmed that teachers were very aware of both the Standards and the likely impact of the funding cuts.</i> iv. The Chair commented that the staff Wellbeing survey results had been very 	

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	<p>positive considering the continuing pressures and the staff were proud of the School.</p> <p>b. Age related expectations:</p> <ul style="list-style-type: none"> i. The Head reminded Governors that the only children who were tested for age related expectations were Years 2 and 6. ii. <i>Governors asked what measures were being taken to address the lack of clarification of age related expectations for the remainder of the School.</i> The Head gave details of the actions being taken. iii. <i>In response to another question, the Head gave details of the 13 areas that Reception children had to master to achieve the necessary 'Good Level of Development' (GLD) identified by the government for all children at the end of EYFS.</i> She explained how their results were recorded and pointed out that if a child did not achieve expectations in just one of the 13 areas they would not achieve GLD. iv. <i>In response to a question from a different Governor, the Head reminded Governors that currently, children in Reception at Houghton were achieving a higher average GLD than shown in LA or national averages.</i> <p>c. Assessment:</p> <ul style="list-style-type: none"> i. The Head spoke to Governors about marking and feedback. ii. <i>In response to a query from a Governor, she gave examples of how these were being checked.</i> iii. <i>Another Governor asked about the dates for SATS.</i> The Head responded that the School could choose when during May to do the KS1 SATS. KS2 SATS were set within a specific timetable, which would begin on 8 May 2017. iv. FS commented that she was working with the Year 6 children on exam technique. She also reminded Governors that those who needed assistance with maths had been receiving targeted tuition since November 2016. <p>d. Working with parents:</p> <ul style="list-style-type: none"> i. The Head had circulated the Events calendar prior to the meeting. ii. Representatives of St Peters' School had visited Houghton informally on 28 March 2017. iii. <i>In response to a question, the Head informed Governors that despite recent discussions, the formal transition day with St Peters' School had yet to be confirmed.</i> <p>AR left the meeting at 8.15pm</p> <p>e. Diversity:</p> <ul style="list-style-type: none"> i. Governors discussed difficulties of effectively teaching diversity in a small rural school with little first-hand knowledge. ii. The Head reminded Governors that Cambridgeshire schools paid into the Cambridgeshire Racial Education Diversity Service (CREDS) scheme. iii. She had emailed CREDS for advice and was awaiting a response. <p>f. Basic skills, English and Maths: The short term plan had been circulated.</p>	
8	<p>Personal development, behaviour and welfare:</p> <p>a. Behaviour report:</p> <ul style="list-style-type: none"> i. The Head provided Governors with the Behaviour Log Audit, which covered the period September 2016-February half-term 2017 for Years 2-6. ii. The total number of warnings after breaking Golden Rules had decreased since September and the behaviour of the children had been favourably commented on by LA Advisers. 	

	<ul style="list-style-type: none"> iii. The detail of the report was discussed by Governors. iv. <i>In response to a query from a Governor, the Head explained the internal exclusions.</i> v. <i>Answering a question from a different Governor, the Head explained concerns relating to the behaviour of some Year 4 children.</i> The statistics showed that their behaviour was improving although there was further work to do. She gave details. vi. At the end of the discussion, the Chair thanked the Head for the report, which reflected visitors' anecdotal impressions that behaviour across the School was good. vii. The Chair further commented that as this was the first year that behaviour had been recorded in this way under the new policy. The records would become an important comparator for future years. <p>b. Safeguarding update: The Safeguarding report was given at FGB.</p> <p>c. Pupil wellbeing:</p> <ul style="list-style-type: none"> i. The Chair had conducted a wellbeing visit with some children, which had previously been discussed. ii. She voiced her intention to visit again to evaluate the impact of the School Council and Pupil Voice in the summer term after SATS. <p>d. Youth leadership:</p> <ul style="list-style-type: none"> i. The Head informed Governors that Year 5 children were receiving youth leadership training as sports leaders prior to moving into Year 6. ii. <i>In response to a question, the Head confirmed that the impact of the training would be assessed in Year 6.</i> <p>e. Attendance:</p> <ul style="list-style-type: none"> i. Attendance statistics for the Reception class (91.2%) had been included in the Headteacher's report to FGB. ii. <i>In response to a question from a Governor, the Head explained that she had received a number of requests for holidays from parents of Reception children under 5.</i> These requests had not been authorised and despite parents being fully aware of the penalties, this had not stopped some families from taking holiday during term time. iii. <i>Another Governor asked whether the Reception children involved were the eldest/only child in the family.</i> The Head responded that this was the case for many, which was worrying as this was potentially establishing a pattern of behaviour at the start of a child's school career that would be difficult to reverse. iv. Governors agreed with the Head that the situation would continue to need monitoring as these Reception children moved into Year 1. 	
9	<p>Evaluating Outcomes:</p> <ul style="list-style-type: none"> a. Governors discussed how to monitor outcomes and concluded that they should set up an annual cycle of priorities for advocacy areas. b. Governors agreed that arranged monitoring visits should be based on their individual advocacy roles. 	
10	<p>Policies:</p> <p>The policies schedule was circulated to Governors prior to the meeting.</p> <ul style="list-style-type: none"> a. Progress update for following policies/ guidance documents: <ul style="list-style-type: none"> i. Accessibility Plan update: Date for meeting with Head to be confirmed. ii. Pupil Premium policy: The Policy had been agreed and adopted at FGB on 21 March 2016. b. Statutory policies to be reviewed in Spring term: 	

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Date:

	<p>The statutory policies had been forwarded to Governors prior to the meeting.</p> <ul style="list-style-type: none"> i. Foundation Stage policy: The Head explained how the policy had been put together. It was flexible enough to ensure learning through play, whilst covered all the statutory requirements including strong safeguarding provisions. The policy was agreed and adopted by Governors. ii. Behaviour policy: The policy had been put in place in September 2016 and was working successfully but had not yet been formally adopted. The policy was agreed and adopted by Governors. iii. Sex and Relationships policy: FS updated Governors on the process for developing the policy, including a very productive meeting at which Governors, staff and parents had together formulated the wording. The policy was agreed and adopted by Governors. iv. Complaints policy: The LA model policy had been agreed and adopted at FGB on 21 March 2017. However, the LA had now issued an amendment to correct 4 x editorial errors. The factual content of the policy remained the same. The amended model Complaints policy was agreed and adopted by Governors. <p>c. Non-Statutory policies to be reviewed in Spring term:</p> <ul style="list-style-type: none"> i. Anti-bullying policy: The policy had been forwarded to Governors prior to the meeting. The policy was agreed and adopted by Governors. ii. Assessment policy: The policy had been forwarded to Governors prior to the meeting. The Chair commented that from looking at the books, it was obvious that children understood the policy as well as staff. The policy was agreed and adopted by Governors. iii. Teaching policy: The policy had yet to be reviewed. The current policy based on the Teacher Standards (2012) and would be amended to reflect the changes in school practice as a result of national changes. Action: Head to draft Teaching policy for agreement at next TABS meeting. 	Head
11	<p>Any other business:</p> <p>Funding:</p> <ul style="list-style-type: none"> i. <i>A Governor asked about the proposal to send a letter to parents about future funding for the School.</i> The Head responded that it had not yet been sent as she had not yet spoken to the staff. She was unsure of the impact the letter would have with parents. ii. Governors were concerned that parents needed to be informed of the situation and agreed that the more generic letter issued from the LA should be sent to parents. iii. Governors discussed the current support to children with special needs and the impact that the funding was likely to have on the School in 2017-18. iv. The impact of the financial situation would be discussed in greater depth at FPPS on 20 April before being brought to FGB on 25 April 2017. <p>Action: Head to send parents the letter issued by LA about funding.</p> <p>There was no other business.</p>	Head
Date of next TABS Committee meeting: Tuesday 16 May 2017 at 8.45am.		

Signed by Chair:

Date:

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The meeting ended at 8.52pm

Signed by Chair:

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