

**Houghton Primary School
Teaching, Achievement, Behaviour and Safety (TABS) Committee
Thursday 17 November at 9.30am**

Governors Present:

Marina Hilton (MH)	Chair
Alan Williams (AW)	
Lauren Brown (LB)	
Amanda Read (AR)	
Georgina Young (GY)	Head teacher
Frances Smith (FS)	

Also Present:

Caroline Lewis (CL)	Clerk
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	Agenda Item	Action
	The meeting started at 9.30am, following a learning walk on British Values.	
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 TABS meeting on 20 September 2016: The Minutes of the last meeting were agreed by the Committee and signed by the Chair.	
4	<p>Actions arising from the Minutes:</p> <p>a. <i>Action Item 4: Completed.</i></p> <p>b. <i>Action Item 5: Completed.</i></p> <p>c. <i>Action Item 6: Completed.</i></p> <p>d. <i>Action Item 7: Survey to be sent to Reception class parents in the spring.</i></p> <p>e. <i>Action Item 8: Questions for the staff survey needed confirming.</i></p> <p>f. <i>Action Items 9 and 10: The Chair confirmed dates of TABS Committee meetings in the spring and summer terms.</i> Action: Clerk to amend and re-issue the calendar of meetings to Governors.</p> <p>g. <i>Action Item 11: Completed.</i></p> <p>h. <i>Action Items 12 and 13: LB had sent the report to the Chair and the Head. The recommendations needed to be discussed.</i> Actions:</p> <p style="padding-left: 20px;">1. LB and AR to arrange meeting with the Head to discuss Accessibility recommendations.</p> <p style="padding-left: 20px;">2. LB to forward a copy of the report to Chair of Governors.</p> <p>i. <i>Action Item 14: Governors to complete the Governing Body Self Evaluation form so that it could be analysed before FGB.</i></p>	<p style="text-align: center;">LB Head</p> <p style="text-align: center;">Clerk</p> <p style="text-align: center;">LB, AR</p> <p style="text-align: center;">LB</p> <p style="text-align: center;">All</p>
5	<p>Governor Business:</p> <p>a. Report from Governors' visit on 28 June 2016: The report had been completed and forwarded to all Governors.</p> <p>b. Report from "Preparing for Ofsted" training on 17 October 2017:</p> <p style="padding-left: 20px;">i. All TABS Committee members had attended the meeting.</p>	

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	<ul style="list-style-type: none"> ii. AW commented that it was important to ensure that all other Governors were made aware of the content and the implications. He felt that the main point of concentration was to identify well-briefed leads and deputies to be able to cover each area. iii. Governors agreed that a summary should be presented to FGB for discussion with comments from all attendees. This should be presented in tandem to the slides as it was felt that just reading the slides did not emphasize the importance. iv. The Head suggested including a professional development training session within FGB covering this training. <p>Actions:</p> <ul style="list-style-type: none"> 1. Clerk to include Preparing for Ofsted as a training session on the FGB agenda. 2. Chair to lead on preparing a summary of Preparing for Ofsted training for presentation at FGB on 29 November 2016 <p>c. Sub-committee for teaching achievements: Not covered at the meeting.</p> <p>d. Mentoring and deputising within TABS Committee:</p> <ul style="list-style-type: none"> i. Governors were concerned that they each needed wider knowledge of the areas within the TABS Committee remit. ii. FS suggested having representatives for specific roles, with others deputising so that the knowledge was not confined to just one or two members of the Committee. iii. The Head suggested that Governors should treat a widening of their understanding as professional development. iv. As a step towards greater understanding, the Chair and her deputy (LB) agreed to share more of the detailed workload. The Head suggested that she would be happy to assist if they could approach her with a list of questions they wished clarifying. v. The Chair pointed out that the main weakness at the moment was lack of HR expertise. There was currently a vacancy for a co-opted Governor. vi. LB commented that she had been made aware of an individual who had expressed interest in becoming a Governor and who would have the relevant skills. <p>Action: LB to contact the person who expressed interest in becoming a Governor.</p> <ul style="list-style-type: none"> vii. Governors were aware that new Governors needed mentoring as well as induction and agreed that a Mentoring policy was essential. <p>Action: Clerk to include Governor Mentoring Policy on the agenda for FGB.</p>	<p>Clerk</p> <p>Chair</p> <p>LB</p> <p>Clerk</p>
6	<p>Leadership and Management:</p> <p>a. School Development Plan 2016-18, Priority 4:</p> <ul style="list-style-type: none"> i. The Head handed Governors a copy of her Leadership Vision for the School. ii. She took Governors through a leadership structure diagram, which showed the levels of leadership for Governors and all staff, including Phoenix. iii. Governors discussed the difference between managers and leaders. iv. <i>In response from a question from Governors, the Head explained how leadership skills were developed as part of continuous professional development for all levels of staffing.</i> v. <i>A Governor asked whether Ofsted would look for management within the School rather than leadership.</i> The Head responded that from reading recent Ofsted reports, it was leadership they were looking for and gave examples. The Head also suggested that governors should look at recent Ofsted reports from 	

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	<p>local schools as this would show governors what Ofsted were looking for at the moment.</p> <p>vi. She went on to detail the “fierce advocacy” model adopted within the School and gave examples. Governors went through the handout and discussed the strategic structures in place to ensure accountability at all levels in relation to outcomes for children.</p> <p>vii. A new Governors sub-committee would be in operation this term. The Chair of this sub-committee will be decided on at the first meeting scheduled for 9th December.</p> <p>viii. The Head and deputy head were working together to embed the leadership model within the School.</p> <p>ix. All teachers had engaged in professional development relating to subject leadership led by the Deputy Headteacher of Brampton Primary School (as part of her NPQH qualification). Further work was led by the Headteacher on the recent Professional Development Day, focusing on the management aspects of middle leadership.</p> <p>x. Governors agreed that the Head should run a training session for Governors to ensure a shared leadership vision across the School.</p> <p>Action:</p> <ol style="list-style-type: none"> 1. Governors to select a Chair of Achievement sub-committee. 2. AW and Head to arrange a suitable date for a training session for Governors on leadership within the School. 	<p>Chair</p> <p>AW,Head</p>
<p>7</p>	<p>Teaching, Learning and Assessment:</p> <p>a. Raising Attainment Plan (RAP) 2016-17 :</p> <ol style="list-style-type: none"> i. The RAP was in place. ii. The Head had arranged training for herself and the deputy, together with colleagues from the local cluster of schools, to ensure accurate interpretation of the RAISEonline report which was in a new format this year. iii. The Inspection Dashboard had been previously shared with the Chair of Governors and Chair of TABS. The Head shared the headlines of the report, focusing on how the school would be addressing the areas for development which had been identified. iv. Governors went on to discuss the details contained in the data presented by the Head. v. Reading: <ol style="list-style-type: none"> a) The Head advised that refresher training had been undertaken by all staff and teaching assistants with regard to AcceleratedReading (AR). b) Governors agreed that the AR Engaged Reading Time statistics had improved in comparison to the same period last year. c) The Head commented that 20 minutes per day was spent specifically on reading across the School. She warned about the dangers of using ‘averages’ when analysing data and informed governors about how the school ensured a focus on individuals. She gave examples of how an average Engaged Reading Time for a class could ‘mask’ those children who were not reading enough daily. d) Use of AR had impacted on the data as had the improved library facilities. e) The Head spoke about parental engagement and that the teacher was giving weekly reports to parents to offer support if development in reading appeared to be dropping. f) Reading buddies were in place. g) Other initiatives in place included: <ul style="list-style-type: none"> • Brilliant Bookscross-curricular approach. • Special assemblies for the first half term on ‘great books’ • The Big Read 	

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	<ul style="list-style-type: none"> • An agreed approach for assessing reading. • Home learning focussed on reading. • Developing parental involvement, although there had not been a big take up on this and the Head was concerned about the lack of parental attendance at recent meetings. <p>vi. Writing:</p> <p>a) The data showed that although there was one child at KS1 working at greater depth in writing, the cohort was generally lower than national average.</p> <p>b) In response to a question from Governors, the Head commented that a moderation session had taken place on 14 November to ensure that writing was being assessed consistently across the school. She reported on the discussion which had taken place about the assessment of independent writing. There had been a good discussion by teachers across the Year groups about independent writing assessments.</p> <p>c) <i>A Governor asked if all teachers were in agreement, to which the Head confirmed they were and gave examples.</i></p> <p>vii. Maths:</p> <p>a) KS2 progress in Maths was lower than in other subjects but not below floor level when compared to national.</p> <p>b) Governors discussed the evidence that girls were not achieving as well as boys in Maths.</p> <p>c) Governors discussed that this was partly cultural, in that it was generally viewed by many parents as socially acceptable to be “bad at Maths”.</p> <p>d) Governors agreed with the Head that work needed to be undertaken to change this mind set for some children and their parents.</p> <p>e) The headteacher reported how a visiting Maths Adviser who was in school leading a session for Newly Qualified Teachers across the county had given positive feedback about maths in and across the school. She had taken the opportunity to talk with the adviser about girls’ maths and how the school were focusing on developing confidence and engagement.</p> <p>viii. Phonics:</p> <p>a) Phonics results dipped last year.</p> <p>b) A significant group of girls in Year 1 did not achieve the pass mark despite support and intervention across the year.</p> <p>c) They continued to be supported in Year 2.</p> <p>ix. Progress Overall:</p> <p>a) In KS2, progress of girls was lower than boys. The Head informed Governors that she had met with senior leadership staff to ensure that plans were in place to support progress.</p> <p>b) Governors discussed reasons that girls were not achieving and agreed with the Head that specifics needed adding to the RAP to show that the School was addressing the issues.</p> <p>c) Governors agreed that inroads made in sport over the past year would have an impact on confidence across the School.</p> <p>x. Outcomes:</p> <p>a) The Head circulated a handout giving expected attainment by autumn 2017 in reading and writing.</p> <p>b) Governors discussed the data and the colour coding used. Those currently shown in yellow were at the average stage for this time of the academic year. Those already working at greater depth were shown in green and the challenge was to keep them interested.</p> <p>c) The Head informed Governors that there was a robust tracking process in operation now which would highlight those children who did not achieve in one year so that they could be targeted in the next.</p> <p>d) In response to a question from Governors, the Head responded that KS1 teacher assessments were based on records as well as 1-to-1</p>	
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	<p>discussions.</p> <ul style="list-style-type: none"> e) In KS2, the School used Headstart reading tests, which were a trusted way of measuring progress. Currently, attainment in reading at Houghton was above the national average. f) Attainment in writing for all Year groups was currently above the national average except Year 5. This cohort were being supported in terms of their enthusiasm and engagement for writing. g) Attainment in Mathematics was currently above national in all year groups indicating that the new curriculum was beginning to embed and that interventions which had been put in place were now working. h) The combined attainment figures (Reading, Writing and Maths) indicated that children were progressing well. i) Pupil progress meetings would take place before the end of term following a further assessment in maths in December. j) <i>The SEND Link Governor asked for a copy of the SEN data.</i> The headteacher reported that the achievement of all groups of children (SEND, FSM, EAL etc) had been analysed and would be shared in the Standards group of governors on 9th December. <p>Action: Head to circulate the SEN attainment data to Governors.</p> <p>b. School Development Plan (SDP): The SDP was separate to RAP.</p> <ul style="list-style-type: none"> i. Priority 2: <ul style="list-style-type: none"> a) The Head informed Governors that the current Assessment policy now needed reviewing and that a draft copy would be available before the next TABS meeting. b) The Head stressed that it was vital to ensure the quality of assessment and adherence to the policy. She recommended that Governors should monitor the effectiveness of this policy by meeting with teachers; AW wished to be included <p>Action: Chair to arrange meeting with teachers to discuss the Assessment policy amendments.</p> ii. Priority 3: <ul style="list-style-type: none"> a) The Poppies project was part of the arts curriculum and involved all years except Reception. It was led by Debra Stuart, a former parent, who provided the resources and to whom Governors expressed their thanks. The Head commented that the School responded to the project enthusiastically and it inspired a lot of writing and poetry, which Governors could see displayed around School. b) The Head updated Governors on the MFL programme, teaching German in KS2. Houghton staff had recently joined staff from 2 other schools at a workshop in London. Although the other schools were doing the same programme, they were using specialists to lead the training rather than becoming involved themselves. Governors agreed that the level of commitment to the project by Houghton staff was part of the reason it was so successful with the children. c) Part of the commitment to the fully funded 4 year programme with the Goethe Institut includes the school becoming a 'lead' school or 'champion'. The school was beginning to do this by working with the wider school community. d) <i>A Governor asked about the proposed cultural day.</i> The Head responded that this would take place on Open Afternoon, when children would be sharing their learning with parents and carers. e) The Head suggested that Governors might like to look at the class webpages for overviews of the various activities within School, which 	<p>Head</p> <p>Chair</p>
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	<p>clearly demonstrated the breadth of the curriculum.</p> <p>iii. Priority 5:</p> <p>a) The Head remarked that having attained the Gold Sports Mark, the challenge now would be to retain it. She thanked the staff for their continued enthusiastic commitment in leading sports. The Head outlined the sports currently being undertaken, including netball coaching and tag rugby. She commented that in football the School was competing successfully against much larger schools.</p> <p>b) The Head informed Governors that the School was a finalist in the “Primary School of the Year” category in the Living Sport Sports Awards. Staff and 2 governors would be attending the award ceremony at the end of November.</p> <p>c) Community engagement activities included the School choir singing at the Church for harvest; they would also sing when the Christmas lights were turned on. The School had been actively involved in designing a logo for the Time bank project and the forthcoming community tree house project for the School was being led by one of the parents. A sub committee including FoHPS members, parents, staff and a governor had been formed to drive the project.</p>	
<p>8</p>	<p>Personal development, behaviour and welfare:</p> <p>a. Behaviour Report: The Head updated Governors and said she expected the report to be completed by the end of term.</p> <p>b. Anti-Bullying:</p> <p>i. The Head reminded Governors that it was Anti-Bullying Week.</p> <p>ii. The draft Anti-Bullying policy had been circulated to staff. It would now be discussed with children and circulated to a number of parents for comment.</p> <p>iii. The Chair of TABS was the nominated safeguarding/anti-bullying Governor and would therefore be named as the link governor on the policy.</p> <p>iv. The expectation was that the policy would be ready for adoption at the next TABS Committee meeting.</p> <p>Action: Clerk to include Anti-Bullying policy on the agenda for TABS on 7 Feb 2017</p> <p>c. Safeguarding update:</p> <p>i. The Head had conducted a series of briefings to ensure all volunteers were updated on safeguarding.</p> <p>ii. The Head said that she had also updated the approach to external providers and gave details. This included preparing a written protocol, which had been circulated to Governors.</p> <p>iii. The Head informed Governors that the LA was recommending the Houghton protocol for use in other schools.</p> <p>iv. Governors adopted the Safeguarding Protocol for External Providers.</p>	<p>Clerk</p>
<p>9</p>	<p>Policies:</p> <p>Progress update for following policies/ guidance documents:</p> <p>a. Accessibility plan update: There was no further update.</p> <p>b. Statutory policies for review:</p> <p>i. Foundation Stage policy: The Head and EYFS Leader were currently reviewing the policy. LB asked to be included in discussions. The Head would also attend the EY networking seminar on 24 November 2016.</p> <p>c. Non-statutory policies for review:</p> <p>i. Mobile Phone policy: The policy was adopted by Governors.</p> <p>ii. Prevent Action Plan: The policy was adopted by Governors. The Prevent lead in School was the Head, with FS as deputy. A briefing for governors</p>	

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	<p>would be led by the Head at the next FGB so that all governors were up to date.</p> <p>iii. Whistleblowing policy: The policy was adopted by Governors.</p> <p>iv. Intimate Care policy: The policy was adopted by Governors.</p> <p>v. Assessment policy: This policy would be completed for adoption at the next TABS meeting.</p> <p>vi. Code of Conduct: A Governor asked what the 'significant gifts' amount was. When no figure was mentioned it was suggested that they contact EPM and ask the question as it was a standard EPM policy which had been adapted for use in the school.</p> <p>Action: AW to check with EPM for a definition of "significant gifts".</p> <p>d. Policies for information:</p> <p>i. Behaviour policy: See Agenda Item 8a.</p> <p>ii. SEND information report: AR was reviewing with the SENDCo.</p> <p>iii. Sex and Relationships policy: Currently being reviewed.</p> <p>iv. Anti-Bullying policy: See Agenda Item 8b.</p> <p>v. Collective Worship policy: The policy was adopted by Governors.</p> <p><i>The Head left the meeting at 12.20pm</i></p>	AW
10	<p>Any other business:</p> <p>a. Governor Roles: Governors discussed the need to specify roles for each Governors within the Governing Body. This would be pursued following review of the Audit of Governing Body Effectiveness currently being undertaken.</p> <p>Action: Governors to review the Audit of Governing Body Effectiveness and forward comments to Chair of TABS.</p> <p>There was no other business.</p>	All
	Date of next TABS Committee meeting: Tuesday 7 February 2017 at 6.30pm	

The meeting ended at 12.20pm.

Signed by Chair:

Date: