

**WALDESLADE GIRLS' SCHOOL**  
**MINUTES OF A MEETING OF THE FULL GOVERNING BODY**  
**HELD ON THURSDAY 22 March 2018**

The meeting commenced at 1.45 pm

**Present:** Nigel Scott (Chair), Dr Fraser Campbell (Headteacher), Sarah Duke, Jenny Hatton, Susan Greenfield, Alan Frith, Richard Hubbert, Oliver Robinson, Peter Sims, Dean Stock and Barbara Uden.

**Also present:** Geoff Mills (Clerk) and Lucy Carter, Wellspring Consulting.

Item	Main discussions	Action by
	<b>The meeting was quorate.</b>	
<b>1.</b>	<b>Welcome and apologies</b> The Chair welcomed members to the meeting. Apologies were received and accepted from Richard Lincoln, Shaun Willshire and Christine Williamson.	
<b>2.</b>	<b>Declaration of Business Interests</b> Oliver Robinson made a general declaration as he had a friend who worked in the school. There were no other declarations for any of the items on the agenda.	
<b>3.</b>	<b>Notification of any other business</b> None.	
<b>5.</b>	<b>Minutes of the meeting held on 16 November 2017</b>	
	<b>5.1</b> (i) The minutes of the meeting held on 16 November 2017 were approved and signed by the Chair as a true record.  (ii) The Minutes of the Extra-Ordinary meeting of the FGB held on 22 February 2018 were approved and signed by the Chair as a true record.	
	<b>5.2</b> There were no matters arising on the minutes which would not be covered elsewhere on the Agenda.	
<b>6</b>	<b>Chairman's Correspondence and Actions.</b> (i) The Chairman reminded Governors of the letter received from the DfE regarding the MAT which was now being taken forward based on what the FGB had agreed at the extra-ordinary meeting held on 22 February 2018. (ii) The Chair and Head teacher said that since the last meeting there had not been any complaints received which had not been satisfactorily resolved.	<b>HT</b>
	<b>'Building Learning Capacity' - Presentation by Emma</b>	

<p>7.</p>	<p><b>Ranson as part of her NPQH.</b></p> <p>(i) Emma Ranson gave a power point presentation which detailed the practicable aspects of the 'Building Learning Capacity' programme.</p> <p>(ii) The Programme was being developed as part of the school's response to the Ofsted inspection with the aim to move the school from RI to Good and from Good to Outstanding. The programme would be embedded as part of the School Improvement Plan and would be introduced across all year groups. However, there would be an initial focus in years 7 and 8 with those students then continuing to use the resources of the programme as they progress through the school. The expectation was that the aims and principles of the programme would become second nature to both students and staff and evolve to become a natural part of school life.</p> <p>(iii) The programme was built around 5 principles these being:</p> <ul style="list-style-type: none"> <li>• Resilience – the capacity to recover quickly from difficulties.</li> <li>• Reflectiveness – take a step back and look at your own learning and ask yourself questions.</li> <li>• Resourcefulness – having the ability to find quick and effective ways to overcome difficulty.</li> <li>• Respect – due regard for the feelings, wishes and rights of others.</li> <li>• Responsibility – being accountable for something and having a moral obligation to behave correctly towards or respectively to something.</li> </ul> <p>(iv) One change students would find was that rather than teachers automatically giving them immediate answers they would be expected to make a positive effort to first look for the answer themselves. This would work on the principle that despite best efforts there was no shame in failure and success would be rewarded. Emma Ranson said she wanted to see pupils get to the stage where they say, 'I can't do this – YET!'</p> <p>(v) Progress would be monitored using learning logs for which the students themselves would be responsible for completing. These logs would also allow students to reflect on their learning and behaviour.</p> <p>(vi) The details of the programme and the resources used would be placed on the school website and a letter of explanation sent to parents. The school may also arrange a parent open drop in session.</p>	
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	<p>A copy of the Headteachers report had been previously circulated and he outlined the key issues contained in his report as follows:</p> <p><b>School Roll</b> – the school roll was largely static at just under 900 pupils. Since his last report the Head teacher said 23 pupils had left and there had been 21 new arrivals. From September 2018 there was an expectation that the school roll would rise above 900. The PAN was 160 but if that was to rise to above 180 then the school would have to look at rearranging year groups. The Head teacher said overall the school had a healthy school roll and he was happy with the ways things were currently.</p> <p><b>Attendance</b> – The Head teacher said the school was actively bearing down on a small group of persistent absentees, and that action had included fining parents. Shifting overall attendance levels to a figure of 94.5% was however still proving problematic but unlike some schools WGS recorded 100% of all absences. However, if certain groups were taken out and put into ‘shadow’ groups then the school would reach the required national level of attendance.</p> <p><b>Governors asked for a report of the ‘shadow data to be submitted to the next meeting of FGB</b></p> <p><b>Exclusions</b> – This year to date there had been 4 permanent exclusions that had been upheld by governors and one where the pupil concerned had been reintegrated. Many of the reported fixed term exclusions were repeat offenders and had now been permanently excluded. The report also outlined strategies the school had adopted to help improve behaviour. That included providing additional support from senior staff, giving lunch time passes so the pupil could go home over the lunch period. The school also arranged celebratory breakfasts where pupils who had been nominated had breakfast with the Head teacher and their Head of Year as a way of congratulating them on their improved behaviour and attitude.</p> <p>In answer to a question the Head teacher said he believed the power to impose a fixed term or permanent exclusion was an effective tool but unless there were exceptional circumstance the school would first look at other interventions and only use a permanent exclusion as a last resort.</p> <p><b>Prefect Applications</b> Sixty Year 10 pupils had applied to become prefects of which ten had already been rejected as being unsuitable. The remaining 50 would now be interviewed with forty of those being appointed. The Head teacher said those not appointed would be given feedback on the reasons why.</p> <p><b>Upper School – 6<sup>th</sup> Form</b> The Head teacher said the school continued to support sixth form students with their progression and had recently employed a new sixth form progression mentor. There had been an increase in the number of students looking to take up an apprenticeship and that had seen a drop in the number applying for a university place. There have been over 70 students indicating PGW as their first choice for next year, which was</p>	<p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p>
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	<p>an increase on last year.</p> <p><b>Teacher Training</b> The school was hosting two trainee teachers and had been working with various schools and teacher training providers to help meet the schools staffing needs. The schools 3 NQTs had passed their first assessments and were doing very well.</p> <p><b>CPD</b> The school continued to support the training and development needs of teaching and non-teaching staff. Career development courses currently being funded included NPQH, NVQ 3 (Business Admin.), AAT in Finance, Training to become a TA, training to become a HLTA and SENCO training.</p> <p><b>Staffing</b> Maternity Leave arrangements - Noted.</p> <p><b>New Staff</b> – Two new SLA staff are to be recruited based on a job share. There were no other vacancies or staff due to leave.</p> <p><b>High Attainment and Student Progress</b> – students had been tasked with action planning for progression. The aim was for students to take responsibility for their progression and work collaboratively with the teaching staff to take forward agreed actions towards improving their attainment and matching their predicted grades.</p> <p>The Head teacher in collaboration with Emma Ranson would be delivering whole school training on a new initiative for the lower school on thinking skills and growth mindset.</p> <p><b>Deputy Head’s Report</b></p> <p>In asking the meeting to note this report the Head teacher said Ms Dunlop had made a welcome return from maternity leave and was already making an impact with SEND pupils.</p> <p><b>Ofsted</b></p> <p>The Head teacher reported the School Improvement Plan had now been updated to incorporate all the actions points from the Ofsted inspection report. A copy of the updated SIP had been placed on the website and Governor hub.</p> <p>The Self Evaluation Form (SEF) was out of date and would undergo a comprehensive update during Term 5.</p> <p>The Pupil Premium Review had now been completed by a senior SSAT education officer. One of the more significant recommendations was that the school should not attempt to modify teaching for this group specifically, but rather place a focus on all pupils and therefore ‘raise our game for all’.</p> <p>The review of governance being undertaken by Lucy Carter would be available for circulation soon.</p>	<p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p>
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	<p><b>MAT Update</b></p> <p>A further letter had been received from Lord Agnew thanking the school for engaging in the MAT process and saying the next step was for Greenacre Academy to submit a SAT to MAT application. A final decision would then be made by Lord Agnew and it was at that point WGS would need to vary its funding agreement via a deed of variation, a process which would require the appointment of a solicitor. Also, auditors had been instructed to perform due diligence on the published GAT accounts. The Head teacher confirmed that WGS would not be joining central services from the outset and neither would the WGS Head teacher or Chair of Governors be a trustee of the new 'Operational Board' to sit under the Greenacre Academy Members Board.</p> <p>The target start date was still 1 September 2018 with the following tasks will need to be completed by then:</p> <p>Appoint solicitors  Undertake a consultation with parents  Consult with Unions  Prepare for the TUPE process  Renew contracts with external services to reflect the schools change of status  Negotiate the top slice with GAT after confirming the extent to which the school would need to engage with any central services.  Vary the schools funding agreement.</p> <p><b>Governors noted that there was a considerable amount of work to be completed if the deadline of 1 September was to be achieved. A further update would be submitted to the next meeting.</b></p> <p><b>Year 11 and 13 Results</b></p> <p>The Head teacher submitted two tables showing the predicted results for Years 11 and 13. The Year 11 results gave a positive and encouraging picture, with the Progress 8 value sitting at -0.07 and the English and Maths 9-4 at 53% and the 9-5 at 32%. Year 13 had an average value-added score of 0.15. The Head teacher said based on the figures presented in his report he was hopeful the school would this year break free of the 'coasting' label.</p> <p><b>Discussion on this item concluded with Governors thanking the Head teacher for his wide ranging and comprehensive report.</b></p>	<p>HT</p> <p>HT</p>
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<p>9.</p>	<p><b>New School Day</b>  The Head teacher said he was proposing to move the school to a timetable of 5 one-hour periods per day. That would see pupils form between 8.20 AM and 8.40 AM, with the first one-hour period starting at 8.40 AM, with a break of 30 minutes between periods 2 and 3. The second break of 30 minutes would be between periods 4 and 5. Period 5 would end at 2.40 PM and that would be followed by registration with the school day ending at 2.50 PM.</p> <p>The Head teacher said he believed this change would be beneficial for both pupils and staff. These benefits included one fewer class movement per day and pupils having two options as to when they may wish to eat their lunch. Another significant benefit was that this timetable would allow the re-introduction of double lessons. In answer to a question The Head teacher said he did not see any problem with the canteen being able to adapt to these new timings.</p> <p>The Headteacher said another possible model was one based on having a longer school day on a Monday and a shorter day on a Friday. In this model there would be 6 periods on a Monday and 4 on a Friday with the last period finishing at 1.10 PM. The school would close at 1.40 PM which would allow staff some CPD and planning time.</p> <p>The Headteacher said the Howard school was already operating this model which he understood was working well for both pupils and staff.</p> <p>Discussion concluded with Governors saying they agreed in principle to the timetable changes based on the proposals put forward by the Headteacher which if implemented would see the WGS timetable from September 2018 align with that of the Greenacre Academy.</p> <p><b>Governors said provided there would be no detrimental impact on student performance and staff were happy then they were content for the changes to the school day to go ahead based on the principles set out in the Head teachers report.</b></p>	<p>HT</p> <p>HT</p>
<p>10.</p>	<p><b>Draft Budget</b>  Sarah Duke presented the draft budget covering the period 2018/ 2019. She stressed the budget was still very much in draft with variables such as the teachers' pay settlement still having to be factored in.</p> <p><b>Governors said based on the figures available so far, the overall budget looked reasonable and well balanced.</b></p>	<p>HT/Bursar</p>
<p>11.</p>	<p><b>Finance Monitoring Report – February 2018.</b></p> <p>Sarah Duke presented the finance monitoring report for the period to February 2018. She said the budget was running reasonably smoothly and her report contained no real surprises.</p> <p><b>Governors noted the current position with the 2017/18 budget.</b></p>	<p>HT/Bursar</p>

12.	<b>CIF Bids</b> The outcome of the schools CIF bids was still awaited.	HT/Bursar
13.	<b>New Telephone System.</b> Sarah Duke said the schools telephone system was no longer fit for purpose and therefore a tendering exercise had been undertaken with three companies submitting bids to provide a new system.  <b>Following discussion on the submitted tenders Governors considered that the bid submitted by Edison, which was based around a broad band system, provided the best technological solution and all-round value. Governors therefore agreed that the bid from that Edison should be accepted.</b>	HT/Bursar
14.	<b>Policies for Review</b> None for this meeting	
15.	<b>Committee and Link Governor Reports.</b> The Chairs of the Curriculum, Finance and the Pastoral Committees briefed the meeting on some of the matters which those committees had considered since the last meeting of the FGB.	
16	<b>Governor Visits and Training.</b> Susan Greenfield said she had recently attended the funeral of Sarah Clark who was a former WGS governor and had for a time been the Vice-Chair of the FGB.  Richard Hubbert briefed the meeting on a visit he had undertaken to the English Department. He said he had found the staff to be helpful and had been impressed by what he had seen and heard.  Peter Sims briefed the meeting on a visit he had undertaken to the Visual Arts Department which he said he had also found to be impressive.	
17.	<b>Local Authority Items from Governor Hub</b> None this time	
18.	<b>Any other Business Exclusions</b> In response to questions about the number of recent exclusions, the Head teacher said he had had to take firm and decisive action to deal with a very small number of pupils whose behaviour was causing disruption within the school. He confirmed that before reaching this stage the school would always endeavour to work with the pupil concerned and offer them agreed interventions such as working with staff in the pastoral unit and offering time table adjustments.  In answer to further questions the Head teacher said he recognised that the paperwork provided by the school for some recent exclusion hearings could have been more comprehensive and he said that was a matter that would be addressed for any future hearings. As part of that he would be developing a new process for the preparation of exclusion paperwork and would make sure there was governor involvement in the development of that process.	HT

<b>19.</b>	<b>Confidentiality</b> Governors agreed that nothing had been discussed during this meeting which needed to be recorded in a separate confidential minute.	
<b>20.</b>	<b>Review of Meeting</b> <b>The FGB was happy that all items had been properly dealt with.</b>	<b>All</b>
<b>21</b>	<b>Date of Next Meeting</b>  <b>Thursday 21 May commencing 1.45 PM</b>  The meeting ended at 4.45 PM	<b>All</b>
	<b>ACTIONS</b>	
<b>Para. 7</b>	Building Learning Capacity – updates as appropriate to future meetings of the FGB.	<b>HT/ER</b>
<b>8</b>	(i) SEF – Updates as appropriate to future meetings. (ii) Attendance – report on ‘shadow’ data to next meeting. (iii) MAT – update to next meeting.	<b>HT</b> <b>HT</b> <b>HT</b>
<b>15.</b>	Exclusions – there is to be governor input in the development of the new process to produce the paperwork for exclusion hearings.	<b>HT</b>
<b>General</b>	Meeting Dates 2018/19 – general discussion at next meeting	<b>HT/Clerk</b>