

THE GOVERNING BODY OF WATERGATE SCHOOL
EDUCATION AND PUPIL SERVICES COMMITTEE

MINUTES

Of a meeting held on
Thursday, 1 December 2016 at 1:30 p.m.

Present:

Ruth Elliott
Jacqui Paschoud

Aine Ni Ruairc
Judy Evans

Headteacher
Chair

Also in Attendance:

Michele Page Deputy Headteacher

Catherine Munday Clerk to Governors

1. PROCEDURAL ITEMS

1.1 Apologies for absence

Apologies for absence had been received from Jeannette Bell.

1.2 Declarations of Interest

Governors' current declared interests were circulated with the agenda. There were no further declarations.

1.3 To Agree the Business of the Meeting

The agenda was confirmed.

1.4 Terms of Reference

The following document had been circulated:

- Terms of Reference

It was

RESOLVED to recommend the attached, amended terms of reference to the governing body for approval.

1.5 Approval of Minutes

The following document had been circulated:

- Draft minutes: 9 June 2016

It was

RESOLVED to approve the minutes as being a true and accurate record.

1.6 Matters Arising

Item 4: Headteacher's Report – School Achievement Review

The Headteacher had heard nothing further about the Innovation Conference as the current focus within Lewisham is upon improving the performance of the mainstream secondary sector.

Item 5: Achievement and Progress

Can the Headteacher provide a crib sheet for governors on the expectations of pupils in terms of 'P' levels of progress?

Yes, this can be done.

Action:

The Headteacher will prepare a crib sheet for governors about expectations of pupil progress with reference to 'P' levels.

Item 8: Policy Review: Equality Information and Objectives

The Headteacher advised governors that these details are now available on the website.

Item 9: Any Other Business: Governor Resignation

The Chair reported that Mrs Tetteh had been presented with an award at the recent meeting of the Lewisham Governors' Association to commemorate her 10 years' service with Watergate. It was also reported that Mrs Evans herself had been awarded a certificate to commemorate her own 25 years of service as a Lewisham governor.

Action:

The Chair is to follow up with Lewisham as to whether Mrs Paschoud has completed 25 years of service and if so when she will be receiving an award.

2. HEADTEACHER'S REPORT

The following documents had been circulated:

- Headteacher's Report
- School Improvement Adviser Visit

The Headteacher's report included information under the following headings: School Improvement Adviser visit, Pupil Admissions, Inclusion – Dual, Guest and Link Placements, Pupil Attendance, Outcomes / Achievements, Teaching, Learning and Assessment, Professional Development, After School and Holiday Centre, Safeguarding and Calendar.

In her verbal summary the Headteacher highlighted the following elements from her report:

SIA Visit:

The school remains within the highest LA category.

Admissions:

There is now more mobility within the pupil population. One family has returned to Spain, and another family has been relocated outside of the Borough. However, such pupils remain on roll until the whereabouts of the child have been established and that the child is in alternative educational provision. In such circumstances the school continues to receive the core funding for that child's place but no top-up funding, which does have a financial impact.

With reference to dual placement funding, are there now a suitable funding arrangements in place?

Yes. One pupil, on roll at Perrymount, is accompanied to Watergate on a part time basis with his own support assistant and in a reverse scenario, a Watergate pupil attends Perrymount part time with his own assistant. In both cases the arrangement is cost neutral.

What is the level of funding from Lewisham this year?

Lewisham are funding 110.3 full time placements, which takes account of the dual placements.

Pupil Attendance

The average is 91 -92% attendance, which excludes Persistent Absences.

Are the PA pupils allocated to specific classes and taken into account in class planning?

Yes.

As there are other families who are waiting to place their children in the school, when can the non-attending pupils be removed from the school roll to free up these places?

This can only happen once the pupils have been officially placed in alternative provision.

3. **ACHIEVEMENT AND PROGRESS REPORT**

The following document is circulated with this agenda:

- School Improvement Adviser Report

The Headteacher referred governors to the SIA report which the Chair had noted was very detailed. The focus for the DfE is very much upon Year 6 achievement in English and Maths, and this is measured by reference to the 'quartile' in which a pupil's achievement places him or her. Nationally, the requirement is for at least 25% of relevant pupils in special schools to be making upper quartile progress and at Watergate 54% of pupils achieved this standard in 2015/16 with no pupils in the lower quartiles. However, governors should note that this was a particularly able cohort and this should not be regarded as a benchmark for future cohorts.

Governors were referred to the table on p3 for information on other year groups.

Governors' Questions

What allowance is made within the data for those pupils who cannot progress in some or all areas due to a degenerative condition?

In such circumstances it would be possible to qualify the requirement so far as it would apply to that pupil.

How robust is the data which is now being uploaded into SOLAR?

There is internal moderation by the leadership team who will re-test a pupil if they have any concerns about the teacher's judgement and this is set out in the report in the section on Leadership and Management and also under Professional Development. The data for this term will be moderated in January. There is also external moderation and the school is now part of a new specialist learning partnership which includes special schools in neighbouring boroughs. The first meeting took place on Tuesday when Maths was moderated. One teacher and one TA attended the meeting.

Would it be possible for governors to have access to the data for their link classes?

Yes, that should be possible when they come into school to carry out a link visit.

Quality of Teaching, Learning and Assessment

Details were on p 9 of the report. Monitoring takes place through both notified and non-notified observations (learning walks), each of which will have a particular focus and will include observations in a number of classes.

Governors' Questions

Is there any teaching which falls below at least Good?

No, and the school cannot sustain any teaching which falls below that standard. Staff are all aware of this expectation.

(Michele Page joined the meeting at this point)

The Headteacher tabled the Year 6 Group Comparisons table for the 2015-16 cohort which included data on achievement broken down into the following groups: Most Able, Least Able, BME, White British Heritage, Gender and ASD status. All of the pupils in that cohort were on free school meals. Most Able pupils achieve at P7 or higher and the least able achieve at P2 or below.

Governors' Questions:

Is there any gap in the performance throughout the school of FSM and non-FSM pupils?

The Headteacher was not aware of any gap, and if there were it would be that FSM pupils were achieving higher than their peers. Differences in attainment and progress can also be the result of a pupil's particular medical needs and/or personal circumstances and staff do investigate whenever a pupil fails to make expected progress.

There were no further questions.

4. SCHOOL IMPROVEMENT AND DEVELOPMENT PLAN

The following document had been circulated:

- School Improvement and Development Plan (annotated)

Governors were referred in particular to those elements shaded blue on the Plan and questions were invited.

Mrs Evans reported that she had made a link visit and had observed the playground area and pupil play. The Headteacher added that there are plans for further development of the playground.

With reference to the PMLD specific classes, is it intended for there to be a rotation of teachers between these classes and the non-specific classes?

The expectation is for there to be a 2-year rotation, and working within the PMLD specific classes will be part of professional development. The feedback from staff working in the classes this term has been positive. There are two classes, for Years 1-2 and for Years 2-6. The classes are not subject specific, but there will be a focus on cognition. Already there is evidence that the creation of these classes has improved the quality of learning for pupils with a PMLD but the need to ensure that there are plenty of opportunities for wider socialisation were acknowledged.

With reference to the music lead, a very good music teacher has been recruited who is covering PPA and works with nine classes. She is proving to be very popular with the pupils and is extending their musical abilities. An 'Artist in Residence' has also been appointed who will work with individual classes to develop a whole school project.

With reference to the MOVE programme, the assessments have now been uploaded into SOLAR.

There were no further questions.

5. CHILD PROTECTION / SAFEGUARDING

Pupil Accidents

There had been three accidents, all of which resulted in only superficial injuries. There was no pattern and no health and safety issues identified other than a requirement for greater awareness and improved supervision. The reports were tabled.

Staff Code of Conduct

The Staff Code of Conduct has been updated and will be laid before the governing body.

Governors' Training

The Headteacher requested that all governors undergo Prevent training, which should happen annually. Several governors have already completed this training. Mrs Elliott advised that the School Improvement Adviser had recommended that, as part of their link visits, governors should ask safeguarding-related question of the staff and had provided a list of recommended questions.

Child Protection

The Headteacher's report on one child protection issue is recorded in the confidential minutes.

6. POLICY REVIEW

The following document had been circulated:

- Sex and Relationships Policy

Ms Page reported that some elements of the policy, such as the references to legislation, have been updated. Otherwise, there is no requirement for the school to provide such education, but where appropriate in relation to social conduct this does happen. A reference to "the importance of marriage for family life" was noted and the question was raised as to whether this was appropriate in current society. The Headteacher will look further into this.

Action:

The Headteacher will research the provenance of the reference to 'marriage' and will consider whether this can be deleted / amended in some way.

Ms Page will amend the policy further and it will come back to the next meeting of this committee.

7. GOVERNORS' REPORTS

All governors present at the meeting had attended the recent SOLAR presentation and copies of the PowerPoint presentation had been provided to those governors who had requested them. Michele Page had said that the establishment of the system had been a significant piece of work and all subjects are now included. Staff are becoming more familiar with SOLAR as they use it.

Mrs Paschoud had attended Ofsted training on 4 October where there had been a particular emphasis on website compliance.

Mrs Evans had attended the LGA AGM where the Borough Commander had spoken about working with secondary schools and Kate Bond had spoken about the Secondary Challenge. Mrs Evans has also carried out a class visit.

Action:

Mrs Elliott had prepared some notes on the SOLAR presentation and will report on the presentation at the next meeting of the governing body.

8. ANY OTHER BUSINESS

There was no other business brought to the meeting.

9. DATES OF FORTHCOMING MEETINGS

The next meeting of this committee will be held on Thursday 9 February 2017 at 1:30 p.m.

10. CONFIDENTIAL ITEMS

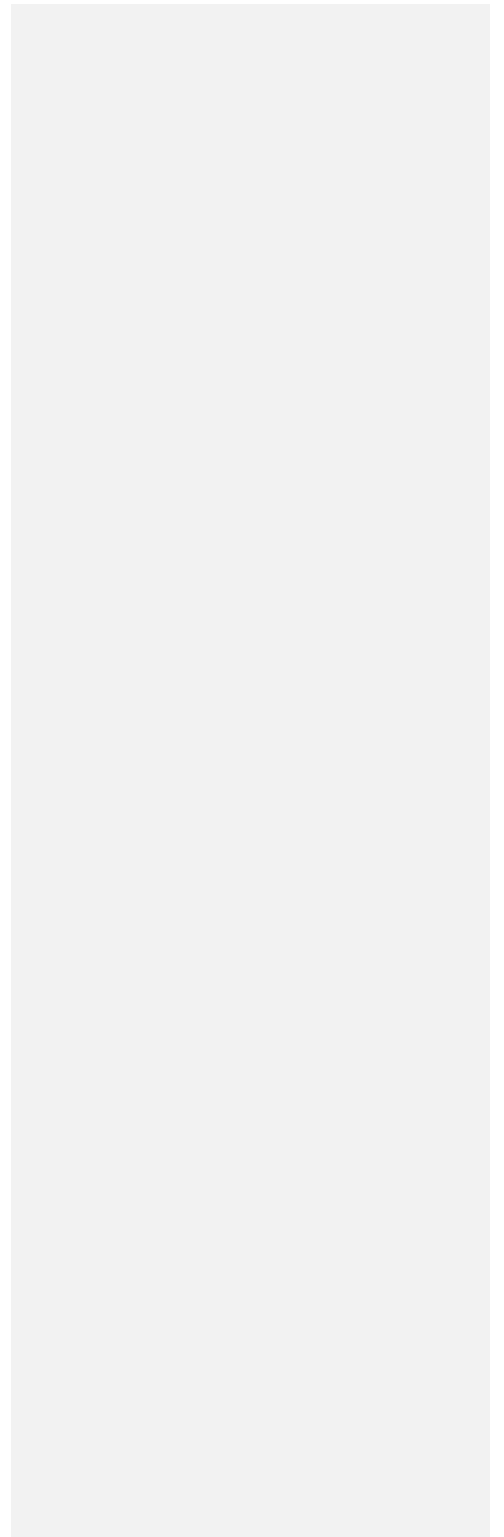
Governors determined that further discussion regarding Persistent Absence pupils under Item 2, and child protection under item 5 be recorded in the confidential minutes and should not be available for public inspection at any time in the future.

Discussion regarding the After School and Holiday clubs taken under Item 2 should be recorded in the confidential minutes and should not be available for inspection prior to 1 January 2017.

SIGNED **J A Evans.**

DATED **9/02/2017**

FINAL



THE GOVERNING BODY OF WATERGATE SCHOOL

TERMS OF REFERENCE FOR THE EDUCATION AND PUPIL WELFARE COMMITTEE

Deleted: SERVICE

These Terms of Reference were approved by the Governing Body on:

Membership

The Committee will comprise at least four governors.

Quorum

The quorum for meetings of the Committee is 3 governors. The meeting will not take place unless the headteacher or her/his representative is present.

Clerking

The clerk to the committee is Catherine Munday

Meetings

The Committee will meet at least once a term, in advance of the main governing body meeting, with additional meetings as necessary

Responsibilities:

- To receive reports from members of staff about matters relating to any of the issues listed in the terms of reference.
- To contribute to, monitor and evaluate relevant parts of the self evaluation summary, the school development plan and the policies allocated to the committee, reporting or making recommendations to the full governing body.
- To consider recommendations from relevant external reviews for example audit, Ofsted or local authority review, to agree the actions needed to address any issues identified and to monitor and evaluate regularly the implementation of any plan agreed, reporting or making recommendations to the full governing body.
- To take appropriate action on any other relevant matter referred by the governing body.

The Education and Pupil Welfare Committee will oversee pupil achievement and progress, ensuring the school provides a high quality learning experience and delivers a broad and balanced curriculum in keeping with the school's aims, all pupil needs and legal requirements.

In particular the committee will:

- keep under review the school's curriculum policies and statutory obligations in relation to the National Curriculum;
- recommend to the governing body the school's pupil performance targets
- monitor school based, local and national performance data and reports (e.g. Raiseonline) so far as may be appropriate and/or relevant, evaluating achievement and progress and analysing the performance of different groups of pupils and of all subjects
- keep under review the SEN policy, monitoring provision and ensuring that the school fulfils its responsibilities for all special educational needs and disabilities;
- monitor the provision for and evaluate the progress and attainment of vulnerable groups and evaluate the effectiveness of intervention strategies;
- monitor and evaluate the quality of teaching and learning;
- keep under review provision and policies for sex and relationships education, religious education and collective worship and make recommendations to the governing body as necessary;
- Ensure that the school meets the General and Specific Equality Duties in relation to teaching

- and learning, curriculum, achievement and progress;
- determine, monitor and evaluate the range and the impact of extended activities on pupil learning;
- determine, monitor and evaluate the charging policy for school activities;
- oversee the school's contribution to pupil well-being, including the extent to which pupils feel safe, adopt healthy lifestyles;
- establish a policy on behaviour and associated policies e.g. anti-bullying, monitor their implementation and evaluate outcomes e.g. the impact on exclusions in the school ;
 - monitor attendance and evaluate strategies designed to maximise it
- establish, monitor and evaluate child protection and safeguarding policies and procedures;
- monitor and evaluate the engagement of parents with the school, parental views and how these are taken into account and consider ways in which home-school links can be further developed, making appropriate recommendations;
- monitor and evaluate the effectiveness of communications with parents including statutory requirements such as the complaints procedure and home-school agreement
- monitor community links and community use of the school, and evaluate the school's contribution to promoting community cohesion;
- monitor the range of the extended school offer and evaluate its impact;

Deleted: <#>agree holiday dates (VA schools only) and any changes to school session times. .

Statutory policies and documents

- Sex and Relationships
- Behaviour Principles: Written Statement
- Publication of equality information and objectives (Public Sector Equality)
- Safeguarding policies
- RE Policy
- School behaviour policy