

Barley Lane School Safeguarding, Behaviour, Teaching & Learning Committee Meeting 2

(Part 1 Minutes)

DRAFT

Date / Time:	29 th November 2017 at 17.00	Location:	Barley Lane School
--------------	---	-----------	--------------------

Attendees:	Initials:	Governor Type:	Arrival time
Vicci Wood	VW	Co-Opted (Chair)	
Liz Shinn	LS	Local Authority	
Damian Furniss	DF	Parent	

Attendees:	Initials:	Governor Type:	Arrival time
Michael MacCourt	MM	Staff - Headteacher	
Jo Davey	JD	Foundation	17:28

Sanctioned Apologies:	Initials:	Reason:
Simon Robinson	SR	unavailable (Staff Governor)

Unsanctioned Apologies:	Initials:

In Attendance:	Initials:	
Helen Rimmer	HR	Temporary Clerk
Dave Jones	DJ	Associate Member
Michael McDaid	MMcD	Invited - Senior Teacher in charge or the Primary unit
Clare O'Riley	CO	Invited – English teacher

Minutes To:
Attendees

Meeting started: 17:17

Min. No.	Actions & Decisions:	Owner:	Date Due:
2/1.1	<p>Apologies & Business Interests</p> <p>Apologies were received from Ben Wells who was invited but will attend the Full Governing Board (FGB) meeting next week to present the reports the governors requested, no business interests were declared.</p> <p>It was decided to move to straight to items 3.3 THRIVE report and item 3.4 KeyStage 2 SATs report both to be presented by Michael McDaid</p>		
2/3.3	<p>Personal Development, Behaviour & Welfare</p> <p><u>THRIVE report</u> . MMcD read from his written report. The report gave a background to THRIVE and explained about developmental stages and problems caused by gaps during earlier development. MMcD reported that he has been introducing THRIVE to staff and has started work within the Primary Unit beginning by identifying gaps. VW asked if all staff have had training? MMcD replied saying not all staff had training but in Primary Unit have set out procedures for how to model behaviour, looking at how manage pupils and how staff should manage themselves. LS asked if any 1-1 work is being undertaken</p>		

	<p>with children? MMcD said not at the moment, between November 2016 and May 2017 they were able to carry out 1-1 work as there was staff to provide cover, but currently there is not as much cover available. However, a new pupil has been supported by 1-1 THRIVE intervention and this extra work being provided to this pupil has definitely shown results.</p> <p>JD arrived 17:28</p> <p>MM said although there is no capacity to provide discrete support through THRIVE at the moment they have continued with Emotional Literacy sessions, the person who is delivering these sessions is currently training as a counsellor. MM wanted governors to be aware that staff have received reports on THRIVE practice from MMcD and received feedback from other staff about best practice they have brought back from training. MM reported that they have looked at what they can learn from these reports and picked out what they can actually deliver. One of the things they have picked out as achievable and effective is staff modelling good behaviour. MM said he feels behaviour is good at Barley Lane compared to the average school catering for pupils with Social Mental and Emotional Health (SMEH) needs. He believes this is due to the modelling of good behaviour by staff. He feels it is important for staff to be self-aware and self-evaluating and reflective. MM is aware the school cannot meet all pupils in-depth needs. However, Autistic children value the rhythm and consistency of the school day which MM said was recognised when the school was visited a year ago by the Autism Team. MM said that what they have learned is simple things like being well fed are good for mental health. MM gave a few specific examples. MM said it is important that the governors come in and view the work that is being done in school themselves. MM said they have tried to find the themes from within the work of the Autism Team, the Attachment Disorder work with Bryony Curtis (Educational Psychologist), MMcD's work with THRIVE which can all work to improve mental health. DF said he feels THRIVE has given a conceptual framework in which much of Barley Lane's practice already fits in but the framework helps the reflective practice, helping reflect on what you have done and what you need to do. LS added that she can see the THRIVE work clearly overlaps with emotional literacy and can benefit staff as well as pupils.</p> <p>MMcD returned to his report and explained that in the Primary Unit they have reflected and looked at arrangements for unstructured times and looked at rewards and celebrations. They have made changes in the way rewards are made and celebrating is modelled with a celebration assembly (where previously rewards were given quietly and without a fuss). VW said she has seen this in practice and asked if a difference is noticeable? MMcD said yes it is working really well and pupils enjoying their prizes and have 'bought into it' and are pleased for each other. The governors were pleased to see empathy developing. MM stressed it is about celebrating pupils who have improved not just looking at who is best and therefore nurturing pupils.</p> <p>MMcD read again from his report about the need for physical play being identified and the value of physical activity. With the realisation that there was a need to make a change from football to more inclusive activities that improve core strength. MMcD explained that equipment was identified by the Autism Team. MMcD reported that they are also considering bringing in gardening and creating raised beds. VW asked if PE funding helped fund the new balance board kits and other equipment? MMcD said that it came out of department funding, using advice from specialists in Outdoor Education. He added that along with a change to what was available outside, Emotional Literacy is taking place inside 2 days per week.</p> <p>MM asked if this could be rolled out to KeyStage 3? What would work there? There was a discussion about what could be possible and acknowledging that current KeyStage 2 pupils will be moving to KeyStage 3. MMcD said that some of these ideas from the Primary Unit have already been trialled in KeyStage 3.</p>		
2/3.4	<p>Outcomes for Pupils</p> <p><u>KeyStage 2 SATs</u> (Standard Attainment Tests). MMcD gave a little background information about SATs to the committee, explaining that results are scored within a range from 80-120, with the national standard (Age Related Expectation (ARE) being 100 or more. Nationally in 2017 for reading, writing and maths the average score was 104. At Barley Lane the average score was 90.8 which is significantly below national. MMcD said it has been same for last 3 years. However, the Fisher Family Trust have analysed Barley Lane's SATs progress score and whilst attainment is significantly below national the progress is the same as national. In 2017 only 5% of the Barley Lane pupils did not make expected progress. MMcD noted that each pupil in the cohort was worth 12.5%. In</p>		

response to a question from LS, MMcD said when looking at progress and comparing the Barley Lane boys with boys nationally or against the same white British ethnic group nationally they are below the National. However, when comparing the progress score at Barley Lane with boys with Special Educational Needs (SEN) nationally or comparing with other children nationally with Education Health Care Plans (EHCP) or comparing with children nationally who have also frequently moved between schools ('high mobility'), the Barley Lane results are on a par. MMcD said that 90% of the children in the cohort who just took their SATs moved to Barley Lane since the start of Year 5. With some of the boys only being at Barley Lane 3 terms before taking the SATs.

MM said that when looking at KeyStage3 they have had the pupils for a while longer and he would like MMcD to work with Ben Wells to look at progress from KeyStage 2 to KeyStage 3. The committee hoped to ask Ben Wells whether he has the necessary information to calculate this, when he attends the Full Governing Board (FGB) meeting next week.

MMcD noted that this year they have had a lot of the Year 6 cohort since Year 3. There was a discussion about whether progress and good SATs results may be able to predict GCSE results. DF asked if the results for reading, writing and maths are comparable? MMcD replied that the results for maths were the best then reading and he felt the writing results are let down by general writing skills and the sustained level and evidence required. DF asked CO if she also finds a difficulty with pupils producing a sustained effort in KeyStage 3? CO said because they don't want to read they lack language and imagination, although some have reading age that is high.

In response to MM discussing learning difficulties MMcD said that 2 boys out of 8 were below the level of the test. There was a discussion about specific learning difficulties. VW asked if there is advice [on how to support the pupils with specific learning difficulties]? MMcD said they receive advice from 'Speech and Language' and bring in things that can help such as Read Write Ink. He said there are nice resources to help but still need time for everyday reading. In response to a question from a governor, MMcD said there is a machine that scans text and reads it for you so pupils who struggle to read, maybe due to processing problems, can access curriculum but it is temperamental and there are also microphones to record answers.

DF wondered if pupils that are at Barley Lane from Year 3 onwards to GCSE benefit from having no transition at age 11? Does it help still being in contact with staff from KeyStage 2 when they move to KeyStage 3? DF asked CO if the most is made of communicating between KeyStage2 and KeyStage3? CO thought they could make better use of this than they do currently. The boys are still in a very different environment when they move to KeyStage3. They do benefit from access to Angela Butler, as she is primary trained so has knowledge of Sounds Write Phonics in order to help in the Secondary Unit with the boys whose literacy is still KeyStage3 level, pupils who would have been assessed as below the level in KeyStage 2 SATs. Going back to DF's original point, MM said although the curriculum is seamless there is still a big change from just being with MMcD to transferring to the secondary model of moving between subject teachers. MMcD added that once pupils are in KeyStage 3 they see it as negative going back to do any work with KeyStage 2. CO said they need to get message that it is cool to be able to read. MM said boys still struggle with transition. DF felt a pupil with profound needs would find it a lot more difficult to transition from a small primary to an unfamiliar secondary. MM said that they do interact with KeyStage3 teachers when in KeyStage2. There was a discussion about current challenging cohort and lots of challenging behaviour. MM asked if as well as attainment being greater in maths is progress greater? MMcD said there was not much difference. VW asked if MMcD was surprised with results? MMcD said no, they did have a pupil at 99 and another at 97 so very close the 100 aiming for. There was a discussion about how small cohort means each child is big percentage of the result. MM asked if 'benchmark children' (meaning children who had good behaviour and high attendance) got what was expected. MMcD said they were the ones with 99, and 97 and another who got 107. MM said that it is good for the department that children who are behaving well and have good attendance are achieving well.

MMcD reported that the reading test was so long that they had pupils who are ripping it up. MM said that this kind of pupil would have other indicators that they are unstable across other measures.

MMcD was pleased because the teacher assessments which are submitted before the SATs have matched the SATs results. The committee were very pleased to hear this. They

	<p>found there was nothing to raise concern in MMcD's report. DF said that when one looks at other incidents like holding etc in KeyStage2 it is rare that it is above the threshold of concern, he felt this suggests it is an orderly and stable environment to be learning in.</p> <p>There was a discussion which concluded with the committee deciding they would like to invite core subject teachers in to present similar reports to the committee and put the results into context. The committee agreed on the value of understanding the background to results.</p> <p>When Ben Wells attends FGB next week the committee would like to use this as an opportunity to match the results with the individual case studies.</p> <p>MMcD concluded that 2 years ago SATs results were better, last year was similar to this year.</p> <p>ACTION – The acting Clerk to ensure CO to be invited to attend the next SBTL meeting to contextualise the English results and look at progress, including benchmark children.</p> <p>There was a discussion about progress and the value of the progress. The committee agreed that THRIVE can impact positively on progress. Everyone thanked MMcD for attending.</p> <p>MMcD left 18:23</p>	Clerk	Jan 2018
2/2.1	<p>Minutes of the Meeting 11/10/2017</p> <p>These were agreed as a correct record and signed accordingly by the Chair</p>		
2/2.2	<p>Monitor the School Website</p> <p><u>Minute 1/2.6</u> DF reported that he checked website access from a variety of browsers. After speaking to Kevin Goodey he understands that the website uses flash drives which some browsers don't support. In the short term Kevin has put a work around in. In the long term will need to re-look at the website. DF said at next week's Full Governing Board (FGB) meeting they will be discussing school emails for governors and considering putting documents on SharePoint. As a result of this he may have other things to discuss with Kevin and other things linked to the introduction of GDPR (General Data Protection Regulation) in May 2018. MM suggested DF has an informal conversation with Kevin to look at priorities.</p> <p>ACTION – DF to have an informal meeting with KG and report back priorities to FGB in Spring Term</p> <p>ACTION – Acting Clerk to ensure there is an opportunity for DF to report back to the FGB in Spring 2018</p>	DF Clerk	Spring 2018 -“-
2/2.3	<p>Other Matters Arising</p> <p>There was a brief discussion about the urgency from the governors of ensuring a clerk is available next term. It was felt that approaching Babcock to secure a temporary clerk for next term should be discussed at next week's FGB.</p>		
2/3.1	<p>Leadership & Management</p> <p>Everyone acknowledged receipt of the Headteacher's report. (<i>HT report to governors Autumn 2 2017-18(1)</i>)</p> <p>This was deferred for discussion at the Full Governing Board (FGB) meeting on 6th December 2017.</p> <p>ACTION – HR to ensure this item is included in the Agenda for the FGB meeting on 6th December 2017</p>	HR	6 Dec 2017
2/3.2	<p>Teaching & Learning</p> <p>MM highlighted that behaviour has been very challenging in a minority of lessons but reassured the committee that the majority of lessons are functioning and good. DF asked if there had been any success in motivating Year 11? MM said they are much improved which he felt had been in response to the reorganisation of the staffs' approach in general to the Year Group and to individuals within the group. MM gave an example. MM said staff are motivated. VW said she has visited and seen this for herself with staff staying late to work with pupils. MM added staff are determined with an optimistic approach. All this is needed as every year group is always complicated and challenging. CO agreed, saying that when a class is dismantled it is all about moving forward and turning everything around. VW asked about impact of the exercise around one group of pupils, which MM had informed the committee about at the last meeting? MM reported that it had been successful due to the determination, optimistic creative approach of individual teachers to find a way forward, having high expectations, looking within self to</p>		

	<p>what needs to be modelled. They make it clear to the pupils that the staff challenge them in order to get them to do their best because they care for them and their long term future. VW reported that during a governor visit she asked pupils what they thought staff wanted from them, and the 5 pupils she asked said “they want the best for us”. CO said that as a member of staff, being seen to be caring helps, for example by finding food for hungry pupils. MM wanted to congratulate the staff who have a strong work ethic adding that this leads to positive outcomes. The committee had been very pleased to see some amazing positive feedback about pupils from college and work placements that DJ had shared with them via email prior to the meeting. VW said real world experience is great and the very positive comments show the pupils in the community are not just surviving. MM said there is no lack of ability in the children and no lack of knowledge in the staff, but ‘social and emotional stuff’ gets in the way.</p>		
2/3.3	<p>Personal Development, Behaviour & Welfare <i>(team feedback on leadership(1)),(team feedback levels of challenge and support(1))& (Learning successes)</i> reports had all been shared with the governors prior to the meeting.</p> <p>VW said that lots of her questions have been answered by reports, especially the reports about personal development, that have been distributed by MM since the last meeting and thanked MM for these. DF also thanked MM for the reports that MM had sent since half term and especially thanked MM for the parent survey results.</p> <p>Levels of challenge and support – exploring that it is ‘ok to fail’ although failure is not acceptable.</p> <p>Curriculum offer – different strands of Alternative Provision - vocational</p> <p>Pupil feedback - The committee discussed how different teachers had fared in pupils estimation and for different aspects of their role for example of levels of challenge. DF reported that when observing a lesson there were a couple of pupils working really hard and focused, despite what was going on around them and for those who were not he saw the teacher working hard to try and engage them.</p> <p>VW and LS both said they had found the therapies case studies (cross-curriculum offer) to be very useful. VW found the working examples of how therapies are used was really useful.</p> <p>MM reported that the Behaviour and Safety indicators are currently below threshold levels, for example attendance.</p> <p>In response to a query from VW, MM said that fixed term exclusions have risen and will continue to rise because the school cannot afford Alternative Provision and can’t cope with some <u>extreme</u> behaviours.</p> <p>DF asked why the feedback from staff on leadership was split in response to the questions about failure? MM said he had spoken to staff to see why this was and found that the language used in the question was misunderstood by the teachers who had the anomalous response. This led to a discussion about failure, the committee concluded that failure is inevitable but what was important was [to learn from failure] and to see what does work.</p> <p><u>PSHE (Personal, Social and Health Education) report and SWOT (Strengths, Weakness, Opportunities and Threats) exercise. (PSHE Policy),(Programme of Study)& (PSHE SWOT Analysis November 2017)</u> reports had been produced by Emma Tompsett and distributed by the governors prior to the meeting. VW asked what is meant when the report states that some students are not accessing PHSE due to timetabling? MM believed it referred to situations when PSHE could not be accommodated due to the pupil/s being out at college – DJ said that there is PHSE in the situations they are experiencing whilst they are out at college. MM said it is important the right staff members are delivering PHSE so it is effective. DF reported he had previously seen a PHSE lesson and he found the teacher took it seriously and this meant the pupils were engaged and responding. VW wanted to pass on her thanks to Emma Tompsett for producing the information on PHSE for the committee as they appreciated seeing the clear PHSE framework. MM noted that the staff member who DF had viewed delivering PHSE was still absent from school and being missed adding that if they do not return to post it will be essential to carefully consider which staff members teach PHSE. LS asked if there is a similar framework for PHSE in KeyStage2? MM said MMcD would need to be asked. VW and DF both asked about independent and impartial careers advice because they were concerned that the report indicated that this was not taking place? DJ and MM said that this definitely is taking place it is delivered by Helen Kidney, from Careers Southwest, who has been into school. VW suggested SWOT analysis needs to be corrected as it suggested this was not</p>	HR	15 Dec 2017

	<p>happening.</p> <p>ACTION – HR to feedback to Emma Tompsett that the governors queried the impartial careers advice and whether it was taking place and they felt the SWOT exercise did not reflect that Helen Kidney had been into school delivering this.</p> <p>There was a discussion around the current extreme pressures upon the Headteacher and his work/life balance. VW said that from everything the committee has heard at the meeting tonight it sounds like everything is working well in school. MM said he knows they are doing a good job. LS said there is also lots of paperwork which evidences the good practice.</p>		
2/3.4	<p>Outcomes for Pupils</p> <p>VW said she was impressed with the Benchmarked report from Ben Wells about Pupil Premium and Children in Care etc.</p> <p>VW asked if school had received any updates from Careers Southwest about the destination of leavers? MM said he has not had the document yet and unfortunately, due to the Bursar currently being unwell, the admin team had not had the time to prioritise making the phone calls to chase outcomes. MM reported that he had seen one leaver and passed on the information about this individual pupil to the committee. MM said there is not much new pupil data at this time in the school year but he has shared the feedback and outcome data from the complex group. MM ran through specific examples of 2 pupils where the current outcomes are not positive.</p> <p>MM reported that the rigour in process of accepting a child into the school is working well. But felt that once a child is a pupil the level of expected accountability school has seems unreasonable, especially for a pupil where circumstances outside school have a detrimental effect on their behaviour within school which impacts on the ability of other pupils to access the curriculum and learn. MM explained that this is a circumstance where exclusion is a serious option to be considered.</p>		
2/3.5	<p>Safeguarding</p> <p>(safeguarding portfolio 2017-18) had been distributed to governors prior to the meeting.</p> <p>VW asked why there has been a couple of roof climbing incidents recently and asked if this may influence other pupils to try and get on the roof, is there a security issue? MM said there was a flat roof which could be a security issue, MM also showed the governors the sky-light that one pupil had climbed through. Governors were assured that there had not been any ‘copycat’ behaviours from other pupils.</p> <p>MM shared his concern that there had been food flying in the dining hall recently. He felt this was a symptom of being low on staff numbers. MM said every Monday especially they have been low on staff.</p> <p>The committee congratulated MM that general good order and discipline is being maintained under these current difficult circumstances. The committee said they acknowledge and appreciate that it is tough at the moment.</p> <p>VW reported that Babcock have checked the Single Central Record (SCR) in Anne Hannaford’s (School Bursar) absence and the check confirmed it was all up to date. MM reported there were some minor anomalies which have been addressed but on the whole they were complimentary. MM said that audit were also congratulatory of Anne’s work. VW asked if Wendy Hoaken (School Administrator) and Judith Ford (School Administrator) can access the SCR? MM said they can access but they were not currently responsible for updating it. There was a discussion about an offer Robin Smidowicz (unqualified teacher) has made to help with some aspects of the SRC. He has offered to train up especially on requirements around volunteers in school. MM informed the governors that no volunteers will be coming in until this training has been done, this includes Exeter University students. MM also was please that Robin Smidowicz has kindly set up a volunteer website which has attracted very highly qualified and capable people offering to work at the school 1 day a week, who he assured the governors would go through an interview and all the normal checks.</p> <p>DJ asked whether when he is arranging Alternative Provision people working with pupils in other settings, such as college, need to be on our SCR? DJ was reassured that the staff working with the pupils are on the SCR at those other institutions. MM said Anne always ensures provisions school work with have SCR and confirms the checks for their staff are all in place.</p> <p>VW asked for an update on progress with the Safeguarding Audit? MM said he will be working with Wendy Hoaken (School Administrator) on the Safeguarding Audit and will</p>		

	ensure it is complete by the 31 st December deadline.		
2/3.6	<p>Special Educational Needs (SEN) <i>(SEN information report 2017-18)</i> had been distributed to governors prior to the meeting. VW read SEN report and found very thorough. VW asked about the SEN policy it referred to and asked if they fit together? MM said that the SEN report usurps the previous SEN school policy and noted that in fact as an SEN school ALL the policies are in fact SEN policy because all children have SEN so the policies reflect this. DF reported he read the PE report and was very happy with it.</p>		
2/4.1	<p>Children in Care (CIC) Policy VW said Children in Care are highlighted within the school and from her visits and MM's reports she can see this is a priority and she felt that this policy was more appropriate in a mainstream school. MM said as this is not statutory it had not been a priority. MM said there is good evidence for the outcomes for the Children in Care. MM is keen to celebrate what they do with Children in Care as it is all positive. He would like the policy to be shaped by the additional things they do for Children in Care that are not done in other schools. ACTION – VW will resend the model policy from the virtual school to MM. VW and DF have read the model policy and reported that they found it very sound. ACTION – MM to update the model Children in Care Policy to make it setting specific and report back to the committee at the January 2018 meeting.</p>	VW MM	1 Dec 2017 24 Jan 2018
2/4.2	<p>ICT Internet Safety DF said he looked at this policy and how it refers to use of mobile phones. He spoke to KG about monitoring of the use of computers. Internet safety in the Social and Health Education) PHSE framework, which he has seen. MM stressed how important the element around restricting access to mobile phones during the school day is as there would be no control of what the pupils could access from their phone.</p>		
2/4.3	<p>Special Educational Needs and Disabilities (SEND) Policy HR said this was on the agenda because it was on the annual cycle and policy review cycle that was left by the previous clerk. VW highlighted as per previous conversation it was determined that the SEN policy has been usurped by the SEN report and MM agreed all the policies are SEN policies. It was agreed to accept MM's suggestion that this policy was no longer required as all pupils have SEN and all policies deal with their provision.</p>		
	Meeting Closed: 19:53		

Next Meeting:			
Date / Time:	5pm Wednesday 24 th January 2018	Location:	Barley Lane School