

**MINUTES OF THE MEETING OF THE  
DOWNSSELL SCHOOL GOVERNING BODY  
HELD ON MONDAY 13 NOVEMBER 2017  
AT 5PM, AT THE SCHOOL**

Present: Mr Martin Doré (Chair) Local Authority Governor

**Co-opted Governor**

Mr Dave Leaker

**Headteacher**

Mr Deena Chetty

**Parent Governor**

Mr Robert Morini

Ms Sumy Choudhury

Ms Kirsty Sultani-Jones

Clerk to the Governors: Miss Ella Coulson

Also, present: Ms Maria Regan, Assistant Headteacher

Ms Claretta Jean, Assistant Headteacher

Ms Marina Kaloki, Observer

**Summary of agreements and actions:**

<b>Minute reference</b>	<b>Formal agreements and/or actions identified</b>	<b>Named person(s) for action(s) identified</b>	<b>Completion date</b>
4.3	Marina Kaloki to complete the DBS applications for the new governors.	MK	ASAP
9.7	Governors agreed for Marina to proceed with the after-care provision proposal.		
10.6	Governors approved the year 3,4,5 and 6 sleepovers.		
13.1	Mr Doré to update and circulate to governors if there is an update on the learning partnership.	MD	On-going
14.2	Mr Doré will report back when there is progress on the building.	MD	On-going
15.3	Serial numbers to be taken to governors and Mr Doré to attend the school and sign off the assets.	MD/MK	On-going
	Date of next meeting: Monday 5 February	All /GS	Immediate

**1. WELCOME AND APOLOGIES FOR ABSENCE**

- 1.1 The clerk welcomed all those present to the meeting.
- 1.2 The Clerk confirmed that the meeting was quorate with 5 governors present.
- 1.3 Current Staffing and ICT Suite was to be discussed under any other business.

**2. DECLARATIONS OF INTEREST**

- 2.1 There were no declarations made pertaining to any of the agenda items for this meeting.

**3. CURRICULUM PRESENTATION: PROVISION FOR MORE ABLE CHILDREN**

- 3.1 To identify the more able children, the school carry out parent nominations where they provide parents the opportunity to identify areas which their child is talented, teacher assessment and teacher nominations.
- 3.2 The pupil assessment is on the pupil tracker and there are a certain number of children who are judged to be working at greater depth. The analysis shows a percentage of children in the whole school who are working at either greater depth or age-related expectations. The greater depth children will be targeted in pupil progress meetings.
- 3.3 The more able children who are in early years are very young but the school does identify children who are working at greater depth right from the beginning. The school has also identified the number of pupil premium children who are working at greater depth.
- 3.4 Children have been nominated in art, sport, music, drama and dance.
- 3.5 The school has started to use assessments for learning groups. From year 2 to year 6 the school runs Maths AFL groups. The school has therefore been able to add a fourth teach in years 3,4,5 and 6 to reduce the size of the classroom and place children where they are going to have better chance of accessing the curriculum and reach full potential.
- 3.6 All year groups have moved some children from one AFL group to another.
- 3.7 Children who are judged to be working at a good level should be pushed on.
- 3.8 The impact is to provide challenge, pace, raise expectations and outcomes, smaller classes, personalised learning, targets and to develop basic skills. It will enable children to want to do well and move on. Children with the working towards or emerging age-related groups will be developing basic skills.
- 3.9 The group of children who need the basic skills are not holding children back but they need the basic skills to help them develop.
- 3.10 The more able children have been identified, they are in AFL groups and can move freely. Downsell will support teachers around the planning for more able and greater depth learners.
- 3.11 The school will be tracking the pupil progress across the whole school throughout the year.
- 3.12 There are many opportunities that target the children toward clubs that are already on offer in the school, links with secondary schools, workshops for clubs, competitions, sports events, teams and specialist coaching.

Q: How have the parents reacted to what you have been doing?

A: One of my next steps will be to inform the parents that their child has been put on the more able register.

Q: Are there many parents who think their child is more able but the teach does not?

A: Teachers are given the opportunity to write comments about parent nominations and in most cases, they have agreed. Other areas they have said that they have yet seen examples of more able work but they will be looking out for those things that have been identified.

Q: Have the teachers taken it on board?

A: Yes, they have.

#### **4. GOVERNING BODY**

4.1 The election for a staff governor is still ongoing. The deadline for applications is Tuesday 14 November, if there are more than 2 applicants there will be a ballot. The timeframe is in place and the school will be looking to recruit at the end of December. If there is only one application then the school will know within 10 working days.

4.2 The clerk confirmed that there was currently 1 staff governor vacancy and that no governors would come to their end of term within the next 6 months.

4.3 To consider disqualification due to non-attendance

The clerk advised that no governors were eligible for disqualification due to non-attendance.

**Action: Marina Kaloki to complete the DBS applications for the new governors.**

#### **5. MINUTES**

5.1 Governors received the minutes of the governing body meeting held on 9 October 2017 and agreed these to be an accurate record of the meeting. Mr Doré signed a copy of the minutes and these were retained by the school for filing.

#### **6. SCHOOL IMPROVEMENT PLAN (STANDING ITEM)**

6.1 The three key areas in the school improvement plan were looked at and rag rated. The timescale is in the main body of the action plan. Evidence is next to each key area to show how the school have achieved the action.

6.2 The red areas are discussed in team meetings to move them to amber. The monitoring schedule includes actions discussed at the Senior Leadership Team meetings.

6.3 The school improvement plan will improve progress and attainment of pupil premium children. The area is currently amber because the work has just started and the children have been identified. This will be moved forward to ensure they are showing progress and keeping up to attainment levels.

6.4 The breakfast club has targeted children accessing the breakfast club. The school need to have a look at which pupil premium children attend breakfast club and if there has been any impact on their punctuality.

6.5 Pupil premium and SEND are the focus. There is a high proportion of children who are special needs. The inclusion leader will look at books for those with special needs to see the progress in their books.

Q: Is the document more for staff than governors?

A: It is geared for staff for specific dates and tasks.

## **7. SCHOOL FINANCIAL REGULATIONS**

7.1 The financial regulations stipulate what the school must do to move forward in aspects of finances.

7.2 The section 2.5 around authorised personnel and roles have been identified.

7.3 There has been no changes to page 21 but governors were informed to be aware of the contract thresholds that schools can authorise and be accountable for and move onto relative authorities.

7.4 The payroll provider Strictly Education Services has been added in on Page 41.

7.5 Page 46 indicates that the Governing Body will authorise the disposal, obsolete and unrepairable furniture.

7.6 The school's registration number has been added to Page 51.

## **8. SCHEME OF DELEGATION**

8.1 The scheme of delegation document highlights level of responsibilities for the governing Body, committees, headteacher and other staff.

## **9. H&S ANNUAL REPORT**

9.1 The report goes to the Local Authority at the end of every year.

9.2 The Local Authority is informed of what policies are in place at the school and if they have been updated.

9.3 Areas such as fire are carried out by Kier. The school has an obligation to make sure checks are completed. Kier have provided the information to marina for her to input and update the report. The chair of governors needs to sign the document before it is sent back to the local authority before the 31<sup>st</sup> of December 2017.

9.4 Downsell is looking to set up "after school care" which is an after-care provision for children especially with working parents. The proposal has gone out to parents first, asking them what they would like to see in a after school care provision. The proposal is to start from 3:30PM to 4:30Pm where children can go to a after school club then at 4:30PM each child will have opportunity to do homework, have snacks and drinks, play games and chillout in a safe environment.

9.5 The staffing will be the highest cost. Downsell will need a supervisor at £17.50 per hour and two support staff at £14.00 per hour. Over 39 weeks this will cost the school £42,997.50. Downsell would need at least 30 children in place to not make a loss.

9.6 Downsell is a peer 5 school and therefore any planned and unplanned sessions will incur a cost. Therefore, the school need a contingency amount of £5000.

Q: Is the aftercare provision aimed to attract people to the school?

A: Yes, doors are open to families who are more working. The school has lost a lot of children to Davies Lane for after school provision.

Q: Will the collection time be 6-6:30?

A: If they collect any time after 6:30 they will incur a fine. It needs to be self-funded and break even.

Q: What do you think parents would think?

A: It is a clever idea for working parents so they don't have to rush back from work.

Q: How many questionnaires did you get back?

A: Just under 20.

- 9.7 AGREED      Governors agreed for Marina to proceed with the after-care provision proposal.

## 10. EDUCATIONAL VISITS

- 10.1 Year 3 to have a sleepover on school site.  
10.2 Camping for year 4 to go off site and camp overnight.  
10.3 Year 6 will be going to an indoor facility which worked out feasible and cheap for parents.  
10.4 Year 5 to have a sleepover in the science museum.  
10.5 Senior staff will be accompanying them at each visit.  
10.6 AGREED      Governors approved the year 3,4,5 and 6 sleepovers.

## 11. LINK GOVERNORS

- 11.1 Ms Sultani-Jones agreed to take on the role as Link Governor for Behaviour, Attendance and Inclusion.

## 12. PUPIL PROGRESS MEETINGS FEEDBACK

- 12.1 The pupil progress meetings the school have set targets for where they will be at the end of the year. The school is aiming for 74%.  
12.2 If the children are more able at reception compared to the end of year 2 they should either be on track or above. The reception data influences where the children should be for year 2 and year 2 data influences where the children should be for year 6.  
12.3 The pupil progress meetings allow the year 3 teachers to know where the child came from in year 2 so that at the end of year 3 they are age related.  
12.4 The children are being tracked every 6 weeks.  
12.5 Martin thanked the teachers and the leadership team.  
12.6 Downsell have now developed links with Chingford CofE and Whitehall. Moderations will be taking place and they will be able to see where they are comparatively against other schools.

## 13. THE LEARNING PARTNERSHIP FEEDBACK

- 13.1 The learning partnership will incorporate those that do have a statutory role.  
**Action: Mr Doré to update and circulate to governors if there is an update.**

## 14. CHAIRS ACTION

- 14.1 Mr Doré still regularly meets with Mr Chetty.  
14.2 Mr Doré has been having an ongoing correspondence with the Local Authority regarding having the building made safe. Rex Cassidy is going to review the protocols for communicating to governing bodies.  
**Action: Mr Doré will report back when there is progress.**

**15. ANY OTHER BUSINESS**

- 15.1 There has been a significant impact on staffing. A teaching member of staff came to the school for 2 weeks in September and has since been off. The interim supply budget has been used and the end of the month supply budget will be depleted. There is a medical note signing the staff member off until February 2018. Steve Rogers is the only option to stop his work with the more able children and put him in class. Steve Rogers is the 4<sup>th</sup> teacher in 2 other year groups. The school are making the governors aware and will keep them informed of further developments.
- 15.2 The school have received a letter from the Local Authority rating the school green as an outcome of the school monitoring. The school's outcomes are in line with national averages. The school is above floor standards and at expected for coasting standards.
- 15.3 During the autumn term the governors approved for the school to purchase laptops. The school has bought 120 laptops and the ICT suite is now no longer needed. Laptops are outside the classes. In the ICT suite, there are a handful of computers that do not work and will cost a lot to get them repaired. The school is proposing to take out those that are working and move them into classrooms. Those that are not working to get them written off and disposed of.

Q: What about getting rid of any data?

A: They are curriculum machines so there should not be anything stored on there but when recycled they will be wiped clean.

**Action: Serial numbers to be taken to governors and Mr Doré to attend the school and sign off the assets.**

**16. DATE AND AGENDA ITEMS FOR THE NEXT MEETING**

- 16.1 Date of next meeting  
Monday 5 February 2017
- 16.2 Agenda items:  
Feedback on Skills analysis  
Educational Visits  
Attendance report and actions  
Pupil progress meetings feedback

The meeting closed at 19:15

Chair: ..... (print)

..... (sign)

Date: .....

Chair's Initials:
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