



Minutes of a meeting of the board of governors held at Rogate school on Tuesday 15th June 2021 at 3:30pm

Present: Rev Trish Bancroft, David Bertwistle, Paul Brown, Richard Christmas, Jeremy Cogman, Carolyn Costello, Rev Edward Doyle, Vicky Elms (via Teams), Steph Garwood, Rita Harrison-Roach, Chris Hawker (via Teams), Sarah Hill, Kate O’Kelly (via Teams), Ed Platt, Neil Ryder (chair).

In attendance: Pippa Bass (clerk).

1. Welcome and apologies

NR welcomed everyone to the meeting. Apologies were accepted from Margaret Farwell and Susie McAuley.

2. Declarations of interest

None.

3. Urgent matters not covered on the agenda

None.

4. Minutes of the last meeting and matters arising

The minutes of the meeting held on 28th April 2021 were approved.

The actions were reviewed:

Reference	Who	Action
2021.03.31-9a	NR/clerk	Adjust any references to individual names in the DVSF joint policies. Complete
2020.10.21-9	All	Undertake NGA safeguarding training, if not already done equivalent, and forward certificate to the clerk. Covered at item 6.
2021.04.28-7b	Vice-chairs	Organise their Local School Committee (LSC) meetings for 18th, 19th, 20th May 2021 and identify further members, as necessary. Complete.
2021.04.28-7d	NR	Circulate potential dates for a session with the NGA consultant. Complete.
2021.04.28-7e	Clerk	Item on parent/staff survey results to be added to the next meeting agenda. Complete.
2021.04.28-7g	All	Undertake at least one training course relevant to their governor role. Covered at item 6.
2021.04.28-9	RHR, SG, DSLs	Safeguarding audits to be started in all three schools. Covered at item 8.

5. HT Report

DB provided his report, see Annex A, and presented the SIP for Compton. Governors thanked DB for his report and the SIP, and raised the following queries:

Q Congratulations on sorting out the child at Compton, is everything now settled?

A Yes, the parents agreed that the child’s needs would be better met in a larger school.

Q The Ofsted quote in the SIP speaks of " development plans have measurable milestones". Where can these milestones and progress against them be seen? Do Ofsted look for quantitative measures?

A I don’t think that is what the quote means; Ofsted do not specifically request quantitative measures. We use reading tests, maths tests, children’s books, etc. to evidence development.

Q Now the Ofsted framework has changed, how much do you ignore previous reports?

A We don’t ignore previous Ofsted reports; inspectors always refer to the previous report and we evidence progress against those actions as well as following the new framework.

Q Can we see this SIP again as it develops, we should review it each term?

A Yes, Ofsted has previously criticised governors for not knowing about the school. The SIP is a living document, and I will put it on TTG when it changes.

NR and JC agreed to look at the assessment approach as soon as possible and asked the clerk to add performance data to the September agenda.

6. Governance

- a. Governor monitoring and training. NR congratulated governors on the extensive amount of activity there had been over the period and the progress being made:

09 Apr 2021: CH/NR - Finance meeting with DB, JW
04 May 2021: DB/NR - Rother Valley HT conference
05 May 2021: DB/NR - EHT/CoG meeting
05 May 2021: SG/NR - LSC planning / agenda meeting
07 May 2021: DB/SH - curriculum meeting
11 May 2021: SG/RHR - safeguarding meeting - Compton
11 May 2021: CH/NR - WSCC / WSGA conference planning meeting
12 May 2021: TB/VE/CH/NR - chairs meeting
13 May 2021: EP/NR - marketing & comms meeting
17 May 2021: NR - Rother Valley school places meeting with Graham Olway
17 May 2021: EP/DB - marketing & comms meeting
18 May 2021: SG/RHR - safeguarding meeting - Compton
19 May 2021: JC/SG/NR - pupil premium meeting with Hannah Pasfield
21 May 2021: DB/CH/JP/NR - Compton finance meeting with SBM
24 May 2021: JC/SG/NR - pupil progress meeting - Rogate
24 May 2021: DD/ED/NR - LSC induction
25 May 2021: VE/NR/SLT - LA visit to Compton
25 May 2021: PB/JC/SC/CH/NR - IT strategy meeting
26 May 2021: CH/NR - finance governors meeting
26 May 2021: CH/NR - WSGA exec meeting
27 May 2021: DB/NR - EHT/CoG meeting
01 June 2021: DB/CH/NR - finance meeting
07 June 2021: DB/SH - teacher observation: Rake EYFS
07 June 2021: DB/RC/EP - foundation subject monitoring & observation (computing)
08 June 2021: SH - pupil conferencing: teaching & learning - Compton
09 June 2021: RHR - Pupil conferencing 09.06.2021 (safety & well-being)
09 June 2021: RHR - safeguarding visit
14 June 2021: DB/NR - LA link adviser meeting - focus on SEND
14 June 2021: SG/EP - Marketing and comms - Rogate
15 June 2021: DB/PB/EP - marketing and comms - Rake
15 June 2021: DB/EG/EP (Emma Gregory) - Foundation subject monitoring. PE - Rake
15 June 2021: CH/NR - WSGA meeting with Paul Wagstaff

Training courses undertaken:

SH: NGA: Understanding Quality of Education & Curriculum - 07.06.21
SH: GovernorsForSchools webinar: Primary PE & Sport Premium Governor Training - 15.06.21
TB: GovernorsForSchools webinar: Headteacher appraisal - 10.06.21
VE: NGA: Management of workload and wellbeing: the governance role - 15.06.2021
NR: strategy, vision, values - 10.06.2021
NR: safeguarding - 10.06.2021
JC: pupil premium - 23.05.2021
JC: safeguarding - 09.06.2021
SH: safeguarding - 04.05.2021
EP: safeguarding - 29.04.2021

Governors noted the various visit reports, listed below, and agreed to provide reports on the teaching/classroom observations that were currently underway as part of the agreed monitoring plan (circulated previously):

- Curriculum
- Safeguarding
- Comms and marketing
- Pupil premium
- Finance
- Pupil voice

NR asked the remaining governors who had not yet done so to complete a safeguarding course and a course relating to their governor role. NR also recommended governors undertake the new NGA module on strategy, vision and values before next week's session with Judith Rutherford and Ruth Cumming.

- b. Local School Committees. Governors noted the draft minutes from the three LSC meetings and agreed the committees were a good way for each school to discuss/resolve individual issues and provide input on pupil voice. SG agreed to provide minutes from the Christian ethos meetings. Governors proposed that all committee members have DBS checks – the clerk will add this item to the next LSC meeting agendas. LSC members had confirmed their agreement to the governor code of conduct.
- c. Associate members. Governors approved the following appointments of Associate members to the LSCs, which the clerk would notify to WSCC (along with existing approved appointments of PB, SG, SM, Rev Lindsay Yates, Sarah O'Malley). NR agreed to provide school email addresses for all committee members:
- | | | |
|---|---|-----------------|
| For Rake LSC | For Rogate LSC | For Compton LSC |
| Paula Loh | Mary Anne Berendt | Ali Avery |
| Nikki Oakley (Kay Barber may attend in Nikki's absence) | Emily Dryburgh (David Dryburgh may attend in Emily's absence) | |
| Mark Poeti | Max Harwood | |
| Nik Taylor | | |
| Claire Dennis | | |
- d. Parent/staff surveys. Governors noted the completed summaries of both surveys.

7. Finance

NR explained the background to the development of the schools' budgets and SFVS documents, and the deficit recovery plans for Compton and Rogate. The finance governors and SLT had significant concerns about the lack of time to discuss them strategically after a period of huge change, but WSCC had refused further time for this. Accepting the inadequacies of the situation and governors' concerns, NR asked the board to approve the documents as they stand on the basis that the finance governors and SLT would then have proper discussions and try to produce agreed amendments and a better financial summary for the next board meeting. Governors approved the documents and noted that the deficit recovery plans were "plans not predictions" and could therefore be changed.

8. Safeguarding

Governors noted the visit reports from Compton's safeguarding audit. RHR confirmed that the audit required follow-up on the outstanding actions to ensure the evidence was available, particularly on the SCR and relevant staff training. DB agreed to check the SCR. SG added that RC is new to the DSL role and would need support until he is familiar with the requirements. RHR and SG confirmed that similar audits would be carried out at Rogate and Rake.

9. Policies

- a. Governors noted the following policies were now adjusted for all three schools:
- Health & Safety policy
 - Offsite Educational Visits policy
 - Remote Learning policy (PB reported that the Teams implementation at Compton will be completed shortly to enable remote learning).
- b. CC agreed to review the H&S policy before it is approved by the LSCs at their next meetings.
- c. Governors approved the Internet Safety and Acceptable Use policy.
- d. SG confirmed that the new RSE joint policy had been completed and agreed to send it to the clerk for governors to review/approve at the next meeting.

10. Vision and values session

NR explained that the planned NGA session (to be held at Compton school) with governors and the SLT should achieve consensus on a set of vision, values and ethos that could be applied across the federation. ED and TB apologised in advance that they were unable to attend.

11. AOB

Governors agreed to include a standing item on staff and pupil well-being at future FGB meetings.
Future meeting dates

The next FGB meeting will be held on Wednesday 14th July 2021 at Rake school.

ACTIONS:

Reference	Who	Action	By when
2021.06.15-5	NR, JC	Look at the assessment approach next term, the clerk to add this item to the September agenda.	September
2021.06.15-6a	All	Provide visit reports on the teaching/classroom observation sessions.	14.07.2021
2021.06.15-6b	SG	Provide minutes from the Christian ethos meetings.	14.07.2021
2021.06.15-6c	Clerk, NR	Notify details of the Associate members to WSCC. Provide school email addresses, as necessary.	14.07.2021
2021.06.15-6c	Clerk	Add item on DBS checks to next LSC meeting agendas.	06.07.2021
2021.06.15-6c	DB	Check evidence is correctly recorded in the SCR at Compton.	asap
2021.06.15-9	CC	Review H&S policy before it is approved by the LSCs	06.07.2021
2021.06.15-9	SG	Send to the clerk the new RSE joint policy for review/approval at the next FGB meeting	asap
2021.06.15-11	Clerk	Include a standing item on staff and pupil well-being at future FGB meetings	14.07.2021

Annex A: Headteacher's report to governors - 15th June 2021

School Context

Much of this report focuses on **Compton and Up Marden School** as this is where the efforts of the SLT have been so far this term.

On Tuesday 8th June Liz Walker, Ruth Cumming and Helen Gillespie came for a termly Task Group Meeting to look at the school's progress towards 'good'. They were satisfied that the action plan, strategic improvement plan and the actions that we have put in place since Easter were fit for purpose and were the correct areas of improvement to be focusing on. When pressed about an Ofsted judgement, Ruth said 'Good'. Liz was more cautious and said that there was little evidence of impact which would still put us 'Requires Improvement'.

On Thursday 10th June, Liz and Ruth returned for our half termly School Review Meeting. The focus of this meeting was maths. We looked at a sample of books from each year group. We also looked at the book monitoring record that Richard presented – which is evidence of good practice from a subject leader. There was strong evidence of impact of a new start since Easter and the progress the children have made is easily measurable. It was also noted that presentation in books is much improved.

Although there is still some work to do about the mastery curriculum, particularly reasoning and problem solving, there is a greatly improved picture.

I challenged Liz about her initial judgement she was much more positive and stated that if subject leaders were able to articulate their monitoring, the likely outcome would be a 'good' judgement.

Sarah has also been in school to conduct pupil interviews. Her initial feedback was that children are beginning to be able to articulate their learning journey, making links to work completed and the work they were involved with at the time.

On Monday 14th June, Liz returned for our second termly enhanced visit (as an RI school we get an additional termly visit!). She, Steph and I began by meeting to look at the interventions in place and the provision map for the SEND pupils. Liz was impressed that not only could the strategic management of SEND be clearly articulated, but that there was evidence of interventions being put in place to support the children.

Although the planned interventions are in their initial stages and are yet to have impact there is a definite sense of improvement in staff understanding and their commitment to getting it right for the children.

Overall, both Liz and Ruth recognised the huge pace of change within the school and the positive impact of the changes that are being made.

I have also had a number of meetings with Paul Little, the Strategic Finance Manager from West Sussex, who is hugely supportive of managing the three school budgets.

Since my last report I have had a number of email conversations with Kwai Fong Purchase regarding the setting up of nursery provision at Compton. We met last week to sign the contract and we hand over Badger class to her on Monday (although this is dependent on the room being cleared by then).

The staff at Compton are halfway through a series of staff meetings provided by the LA advisor Peter Campbell. These inspiration sessions, which have also been attended by staff from Rake and Rogate, are focusing on developing writing across the school and across a range of genres.

I have been delighted that I have been joined on my half termly round of observations by governors. These have happened across all three settings and, I hope, have been a useful way for governors to discuss what is happening in classrooms.

Numbers are rising across all three settings, with three additional children joining Rake, four starting at Rogate and two at Compton in September.

It is still early to predict final numbers, but the signs are that we will be expecting Rake's number on roll to be 93, Rogate 74 and Compton 62.

With the support of the School Business Manager and finance governors I have made the difficult decision that we must reduce Rake from five classes to four in September. Although this is at great personal cost, I cannot justify running five classes when we are only funded for four. One of the staff is on a temporary contract which cannot be renewed and the other will provide PPA cover across all three settings.

At Rake we have had a Health and Safety audit visit this morning. Thanks must be passed to Paul for his collection of evidence and managing the visit.

I am awaiting further advice on events such as Sports Days since the Government announcement yesterday. We are able to organise Sports Days in bubbles, but there is a question mark over the invitation of parents.

Two governors are joining the SLT on Friday 18th June to appoint a new teacher at Compton. I am delighted to have shortlisted five strong candidates from 25 applications.

Quality of the Curriculum

As I reported at the last meeting the curriculum at Compton has been redesigned and the first impact of this has been changes to the long term curriculum map.

Classes will work in two cycles and each unit of work is planned around the seven areas of learning with either English, science, geography or history as a focus for the topic. Teaching staff have already worked across the settings to plan units of work, some opting to do the same unit at the same time and others to share resources over alternative years.

I have copied the long term curriculum map for Compton below:

Class	Year	Autumn	Spring	Summer
Hedgehogs	A	Super You, Super Me Light and Dark	Winter Wonderland Traditional Tales	Creepy Crawlies Beside the Sea
	B	Marvellous Me Traditional Tales	Yum, Yum Out of an Egg	What's Growing in the Garden Wonderful Weather
Owls	A	Good To Be Me Toys and Games English	Walk on the Wildside Magic of Seeds Geography/Science	On the Farm Real Superheroes Science/English
	B	Enchanted Isles Fire, Fire! Geography/History	Marvellous Materials Dinosaurs Science	Kings, Queens and Castles India History/Geography
Foxes	A	Through The Wardrobe English	From Stone Age to Iron Age History	Rainforests Science/Geography
	B	Roaming with The Romans History	People and Places Geography	Out of Africa Geography
Buzzards	A	Around the World in 80 Days Geography	Body, Mind and Spirit Science/RE	Journeys History
	B	Above and Beyond Science	Greeks, Gorgons and Games History	Green and Pleasant Geography

Leadership and Management

After the external moderation of writing and maths by the LA and the diocese this week our next focus will be on science. Being aware of teacher workload and wellbeing I do not plan to look at this until the end of term. I will use the subject leader's book monitoring record and subject action plans as a starting point.

I have copied a maths scrutiny record below for your information.

Behaviour and attitudes

The Compton child I reported at the last meeting as being aggressive and violent has now left the school. It is an indication of the growing trust that we have developed with the parents that, in this case, they agreed that the child's needs would be better met in a larger school.

The two families in Rogate causing concern are still causing concern. Steph and I are meeting one family and their social worker tomorrow when, we hope, support will be accelerated.

Across the three schools the children's attitude to learning is good. They are able to articulate their learning and they respond well to the 'excite, engage, include' mantra.

Downland Village Schools Federation Book Monitoring Record

Teacher(s): Whole school
Date: Summer 2021
Subject: Maths
Evidence Seen: Maths books

Evidence Found (Evidence is taken from across books of differing ability Above ARE, ARE, Below and SEND, PP, EAL)	Actions for School Improvement
Key Strengths:	Subject lead to investigate how to improve teaching for mastery, especially greater depth
Regular maths work, which is marked. Evidence of some mastery in all stages but this can be developed.	
Subject coverage, pace and differentiation of learning:	SL to work with teachers to shift idea of differentiation and expectation to ensure all chn can access the same lesson content.
All teachers show evidence of differentiation (NB Year ½ student needs to adapt teaching for mastery model for a mixed age class https://www.ncetm.org.uk/features/mixed-age-planning-and-teaching-for-mastery/ . Evidence of procedural fluency and some conceptual understanding in tasks.	
Progress: Evidence of learning; progression of knowledge, skills & understanding; progress of groups.	CPA approach needed throughout the school. Greater depth questioning for tasks to deepen understanding.
Children’s work is usually correct. Objectives can be broken down into smaller steps, which can be skilfully scaffolded for children who need it. Prioritisation materials can help identify key areas to cover before summer https://www.ncetm.org.uk/classroom-resources/curriculum-prioritisation-in-primary-maths/ to build confidence. Teachers to understand that Greater Depth can consist of working backwards, answering ‘what if’ questions and use a variety of solutions.	
Presentation: Date (full or short), gluing and sticking, handwriting, standards.	Reintroduce maths presentation guidelines Write objective as title
Work consistently dated, using short date (as per guidelines).	
Teaching: Teaching approaches used; focus on understanding, depth, problem solving etc	Subject lead to work with teachers to pull out deeper reasoning and problem solving tasks
Different teaching approaches used. Lots of fluency (NB: introduce Fluency Flash). All classes to have resources on tables (for concrete application). Tasks can be deepened by weaving key questions – what is the same/different?/Why?/Is there another way?/Which way is best?/How do you know?	
Marking: Regularity; identifying misconceptions, strengths, quality of follow-up, following school policy. Is editing taking place by children?	Use school marking policy- green supreme and think pink. Also specify whether LO has been met or not
Frequent marking. Mixture of class, peer and teacher led. Misconceptions usually corrected by child or teacher.	
Next Steps:	
<ul style="list-style-type: none"> • More evidence of mastery needed (especially reasoning). Tasks need to be adapted to add a mastery element – RC to talk to WS Maths Hub to discuss ways to bring around improvement. • Reintroduce presentation guidelines – adapt for EYFS and KS1 (eg correcting • Apply marking policy and get TAs involved in marking following it – every lesson should have a next step, an area to improve or a question to 	

