

MARY ROSE ACADEMY

MINUTES OF FULL GOVERNORS MEETING

Tuesday 6 October 2015

Present	Mark Mitchell	(MM)	Co-opted Governor (Chair)
	Alison Beane	(AB)	Executive Head Teacher
	Chris Day	(CD)	Assistant Head Teacher, Associate Member
	Alistair Gray	(AG)	Co-opted Governor
	Chris Green	(CG)	Parent Governor
	Neil Kefford	(NK)	Head of School, Associate Member
	Rosie Lakin	(RL)	Co-opted Governor
	Hazel Mellers	(HM)	Parent Governor
	Kelly Phillips	(KP)	Parent Governor (until 6pm)
	Lorraine Swanson	(LS)	Business Operations Director, Associate Member
	Sam Treagus	(HR)	Staff Governor
	Melanie Walton	(MW)	Assistant Head Teacher, Associate Member
Apologies	Leone Hill	(LH)	Co-opted Governor
	Mary Ive	(MI)	Parent Governor
	Natalie Lunn	(NL)	Staff Governor
	Trevor Sapey	(TS)	Co-opted Governor
In Attendance	David Jordan	(DJ)	Clerk

The meeting began at 5.05pm and was declared quorate.

1. Constitution and Membership

- a. Governors welcomed Sam Treagus to his first meeting as the recently elected Teaching Staff Governor.
- b. The Governors appointed the following associate Members:
 - Chris Day (Assistant Head Teacher) to 30 September 2018;
 - Melanie Walton (Assistant Head Teacher) to 30 September 2018;
 - Sally Rogers to 30 September 2018.
- c. The Governors reappointed the following associate Members:
 - Neil Kefford to 30 September 2018;
 - Annie Williams to 30 September 2018;
 - Lorraine Swanson (Business Operations Director) to 24 November 2018.

2. Apologies for Absence

Apologies for absence were received and accepted from Leone Hill (Co-opted Governor), Mary Ive (Parent Governor), Natalie Lunn (Staff Governor) and Trevor Sapey (Co-opted Governor).

3. Declaration of Pecuniary Interests

The Governors present signed the register of governors' interests declaring any business interests or interests in other schools that they, their partners or close relatives might have.

Agreed: The unsigned version of the document should be published on the Mary Rose Academy website. **Action: Clerk.**

No member declared a pecuniary interest in any agenda item for this meeting.

4. Minutes of the Previous Meeting

The minutes of the meeting held on 14 July 2015 were unanimously agreed and accepted as a true record, and were signed by the Chair.

5. Matters Arising from Minutes of the Previous Meeting

Minute 1 – (The Assistant Head Teachers joining the Academy in September 2015 should be invited to attend the meeting on 6 October so they could be appointed as Associate Members.) Action completed – see minute 1 above.

Minute 6 – (The safeguarding policy ... would be circulated to governors after the meeting. Formal approval for the revised policy would be sought at the next full governors' meeting.) Governors would receive the Staff Handbook, including the Safeguarding Policy as soon as possible. Governors had been invited to attend the all-staff Safeguarding training event on Monday 12 October.

Minute 7 – (Clerk to add Self-Review to agenda for meetings in 2015-16.) Action in progress – see minute 6 below.

Minute 11 – (Clerk to publish Schedule of Governance Meetings on website.) Action completed.

Minute 16 – (Clerk to conduct formalities to ensure Chris Green is registered as a Director of Solent Academies Trust.) Action completed – Chris Green had been registered as a director of SAT at Companies House.

No further matters arising from the minutes were raised.

6. Self-Review Process

Received: Mary Rose Academy Governing Body – Self Review 2015/16.

Noted: Governors had previously agreed to review the effectiveness of the governing body, using the recently revised *20 Key Questions for Governing Bodies* developed by The Key for Governors, the National Governors' Association and the All-Party Parliamentary Group on Education Governance and Leadership. The Chair had grouped the 20 questions in 4 sets to be considered in detail during the first four meetings of Governors in this year. The final meeting of the year would use those discussions to agree two or three priority areas for improvement or development in 2016-17.

Governors broke into three groups to consider the first set of four questions at the end of which the following points were made.

1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview?

Those governors who were also directors of Solent Academies Trust had completed a financial skills audit in September 2014, but a broader skills audit remained to be carried out. Co-opted governors were recruited when vacancies arose according to the needs of the governing body at the time. The Executive Head Teacher agreed to forward a skills audit framework to the Clerk for distribution to Governors. **Action: Executive Head Teacher.**

2. How well do we understand our roles and responsibilities, including what it means to be strategic?

Governors considered it important to remain focused on strategic issues such as pupil progress, welfare and safeguarding as well as the use and impact of pupil premium and primary sport and PE premium. Governors' roles in respect of their individual areas of responsibility tended to be learned during visits to subject area staff. The MRA protocols for governors' visits gave clear guidance. Reports of governors' visits were collated, used by the SLT and made known to all relevant staff. Governors also found informal visits to MRA, such as attending meetings of SHOUT!, the pupils' council, very important means of observing the Academy at work. A short "role profile" might help governors. **Action: Clerk to source a governors' role profile.**

3. Do we have a professional clerk who provides legal advice and oversees the governing board's induction and development needs?

The Clerk, who was in a salaried post and had qualified as an accredited clerk in the Hampshire County Council scheme, enjoyed the confidence of the Chair and Governors. Induction, however, needed to be formalised. It would be useful to have an induction pack for new governors. AG agreed to liaise with the Clerk to investigate what was available through, for example, the Key for Governors, and produce a draft for the next meeting.

4. Is the size, composition and committee structure of our governing board conducive to effective working?

The Governing Body had been reconstituted in July 2014 and had reduced in size from 15 to 12. At about the same time, the School had become a converter academy and some of the work of the Governors, eg financial responsibility, had transferred to Solent Academies Trust. This had allowed the committee structure to be streamlined to a single committee, the Learning, Progress and Pupil Support Committee. Governors found this a more effective format.

7. Executive Head Teacher's Report

Received: Head Teacher's Report dated 6 October 2015, the Self-Evaluation and Evidence Document (SEF) and an oral report from the Executive Head Teacher.

Noted: The SEF was still a work in progress at this time. It had been rewritten with new headings that aligned with the revised Ofsted framework and would benefit from some further editing. It included the Pupil Outcomes Report for 2014-15 that had been considered in depth by the Learning, Progress and Pupil Support Committee in September. The SEF would contain information on personal, social and emotional development, after the Challenge Partners Review of Cliffdale Primary Academy, when it was intended to ascertain the most appropriate way of presenting it. There had been six new teachers in 2014-15 who had received coaching over time to reach consistently good to outstanding teaching. Newly Qualified Teachers were not given formal judgements on their teaching during their first term whilst they were taking part in their induction programme. This includes coaching and lesson observations.

Judgements in the SEF were externally supported by the Challenge Partner Review process which had been most recently undertaken in December 2014. Challenging Behaviour was very well managed with a very low incidence of level 3 behaviour. Attendance remained very high at 93%, indicating the effectiveness of the strategies to promote attendance and punctuality.

The SEF stated priorities for 2015-16 concentrating on staff development, particularly in relation to leadership skills.

Mary Rose and Cliffdale had jointly established a strategic group to develop assessment processes focusing on *Life without Levels*. The imminent Challenge Partners Review at Cliffdale and Ofsted inspections elsewhere would provide information on how *Life without Levels* was being received.

Mary Rose Academy was continuing to be commissioned on a monthly basis to support Redwood Park School, where a number of senior staff were absent with very short notice. This involved a major investment of time for both the Executive Head Teacher and the Business Operations Director, and other staff from MRA and Cliffdale were also involved. The major effort was in decision-making and their input was gradually making a difference. This work had been ongoing since July and Governors expressed concern that this additional workload may have an impact on Mary Rose Academy, but were reassured that the Head of School, who had been appointed earlier in the year, and a strong senior leadership team were coping well. The situation however could not continue indefinitely.

The Academy's estates were in good order, thanks to the efforts of the site team, but PCC had not completed preparations of the Craneswater Annex in time for the first day of term.

Governors particularly noted the section of the Head Teacher's report dealing with Safeguarding and the forthcoming training event to which they were invited.

Governors wished Shelley Bonner, the Academy's receptionist and support officer, who was well known to Governors for her fundraising on behalf of the Friends of Mary Rose, a speedy recovery from her illness.

8. Strategic Plan 2015-16

Received: Mary Rose Academy Strategic Plan 2015-16

Noted: The Strategic Plan provided a high-level overview of the future work of the Academy, which Governors found clear and easy to comprehend. It was felt that there could be more in the statement about the 19-25 age group. Within the Focus areas, the following points were made:

- The number of pupils in the ethnic minority group (SP1 (ii)) was too small to be meaningful, but the difference in achievement would be investigated. RL agreed to look into this in detail during her next visit. **Action: RL.**
- There would be a focus on increasing opportunities for those working at higher levels to develop their abilities to learn independently.
- Staff would develop skills to meet the behavioural needs of increasingly complex pupil profiles.
- Some classes could have up to 4 teaching assistants as well as the class teacher, who had to manage those staff (SP4 (iii and iv)). It was therefore important to develop coaching and leadership skills among teachers.
- In SP4 (ix), governors induction should be added as agreed in minute 7 above.
- Governors were invited to send any further thoughts on the Strategic Plan to the Clerk, for forwarding to the Executive Head Teacher. A finalised version would be circulated to Governors in due course. **Action: All Governors, Executive Head Teacher, Clerk.**

9. Teaching School Update

Received: An oral report from the Executive Head Teacher.

Noted: Jo Peach had been appointed on a 0.6 contract as Director of Portsmouth TSA. Governors were invited to visit the Portsmouth TSA website at <http://portsmouthtsa.org/> to view the CPD offered to teachers in the area.

Some multi-academy trusts provided their own staff development programmes and their schools were not involved in Portsmouth TSA. Nevertheless, Portsmouth TSA enjoyed a strong reputation both regionally and nationally. Dominic Herrington, Regional Schools Commissioner for South-East England and South London, and , Gary Holden had visited Portsmouth TSA in July to meet key personnel.

There would be a Market Day event in Mary Rose Academy on Thursday 12 November from 4 to 6pm for networking and showcasing the work of Portsmouth TSA. Alistair Gray is representing the governing body on the strategic board.

10. Governors' Training

Received: An oral report from the Chair.

Noted: Training opportunities for the whole of the year could be viewed on the PCC Governor Support website at: <https://www.forms.portsmouth.gov.uk/schoolgovernors/governortraining.aspx>. The next training event for new governors was scheduled for late April / early May.

11. Report from Learning, Progress and Pupil Welfare Committee

Received: Approved minutes of the meeting of Learning, Progress and Pupil Support Committee dated 24 June 2015.

Noted: MRA had still not received any EHCPs from Portsmouth SEN dept. This was a national as well as a local problem. The PCC model was particularly detailed and thorough but as a result they had been unable to meet deadlines. The authority was concentrating its efforts on completing assessments of EYFS children before they reached year R. Last year's year 11 pupils in Mary Rose had not received their completed EHCPs which meant that there were no targets to review this year in preparation for their Yr12 reviews. This impacts on families who do not have a record of progress or the new targets set last year. The Executive Head Teacher had asked the Special Schools Heads' Group to take this up with PCC. Local Authorities wanted schools to take on the EHCP work but they were not resourced for this scale of workload. Authorities had found dealing with multiple agencies more difficult than they had anticipated.

12. Post to Governors

Governors had received from Portsmouth City Council the annual report of the Portsmouth School Library Service, which was available in the administrative office for governors to read.

13. Any Other Business

There was no other business raised.

14. Date of Next Meeting

The next meeting will take place at 5.00pm on Tuesday 15 December 2015.

The meeting closed at 6.55pm.