

**TRAFALGAR SCHOOL**  
**Minutes of the Local Governing Body Meeting**  
**held on Monday 3<sup>rd</sup> April 2017**

**Present:** Matt Stratton (Chair) Steven Labeledz  
Sue Wilson (Vice Chair) James Mansfield  
Claire Copeland Yvonne Barber  
Gemma Pearse Sean Sayer  
Annika Ghose Cathy Seal  
Bobbie Young Helen Tippett

**In Attendance:** Debbie Hewitt  
**Apologies:** Joanne Bennett, Cat Vaughan  
**Absence:** David Hepburn

**1. Apologies for Absence**

Apologies received from Joanne Bennett and Cat Vaughan.

**2. Declarations of Interest**

As per the register.

**3. Appointment of Vice-Chair**

**Proposal:** to appoint Sue Wilson as Vice-Chair of Trafalgar Local Governing Body.

Proposed: Matt Stratton                      Seconded: Steven Labeledz                      All agreed

**4. Approval and Matters Arising from Minutes of Meeting held 16<sup>th</sup> March 2017**

The minutes of the last meeting were agreed and signed as a true record. The Chair reiterated the importance of challenge and accountability by Governors and for this to be reflected in the minutes.

**5. Correspondence**

No new correspondence or emails received by the Chair. No action required from previous correspondence received at the end of the last meeting.

**6. CIF Bid Update**

Yvonne Barber presented a brief update on the CIF bids and Salix funding loan. The first bid, in excess of £1 million, to increase the number of Science Labs to eight and refurbish them to ensure full compliance, has been successful. This bid will also include improvements to school access, including ramps and a lift for access. Unfortunately, the second CIF bid, to replace the school's heating system and water services was unsuccessful. This outcome will be queried, especially as other local schools have been successful in securing funding for similar CIF bids.

The Salix loan from UK Energy Partners for LED lighting upgrade and replacement has been approved. Although classified as a 'funding loan', it is predicted that annual energy savings are sufficient to pay back the capital cost of the project, within the payback period of 6 years. Governors questioned what would happen if the savings made were less than the amount paid. Although there are no guarantees, Yvonne Barber expressed confidence that substantial savings would be made and reported that motion sensors installed in classrooms would greatly assist in saving money on lighting.

Further questions were posed by Governors regarding accessibility of the building and timescale for completion of work on the Science labs.

**Q.** Can a disabled student or visitor who has restricted mobility access all areas of the building?

**A.** Following completion of the first CIF bid, it will be possible to offer a core curriculum for students with mobility issues, although access will remain restricted to certain areas of the school.

**Q.** How long will the Science areas be out of action and what plans are in place to support the new Science teaching team during this period of refurbishment?

**A.** Work on one of the Science floors will take place over the summer break, which will enable a number of refurbished Science labs to be ready for the start of the September term. The second, remaining floor of Science rooms will be complete by the end of December 2017. Steven Labeledz is confident that working towards this timescale will not have a detrimental effect on the standard of teaching in Science and will be enormously beneficial for both students and newly appointed Science Department staff.

With regard to previously underestimating the amount of equipment needed to set up the Food Technology area, Governors requested assurance that there would be sufficient equipment provided in the refurbished Science labs. Yvonne Barber confirmed that the Science Technician will undertake an audit and ensure that the new Science rooms have been fully equipped by the start of the September term. It is hoped that a number of obsolete items will be sold to raise funds for new equipment.

## **7. Teaching and Learning**

Annika Ghose presented a very detailed and comprehensive Teaching, Learning and Assessment Report, showing areas of improvement and consistency in assessment. In discussing the summarised Teaching and Learning overview, she highlighted the importance and success of Key Performance Indicators (KPIs) which are built into planning and assessment of every lesson and will be in all subjects after Easter. They will also be visible in students' books.

The following Areas of Success were also discussed:

- Progress Folders containing information on students, intervention records and AOB tracking.
- Introduction of joint professional learning workshops with ALNS, which has been well received.
- Positive staff feedback regarding new lesson observation format and developmental feedback.
- 'Wow Wednesday', directed staff time to share ideas, innovate and offer encouragement.
- Innovation day, to 'teach outside of your box'.

When discussing the disappointments on the overview, Governors asked why student response in some areas was so poor and how this would be addressed. Annika Ghose explained that one of the barriers has been insufficient time in the curriculum. Staff need to work with students and model methods of responding to feedback, with more Dedicated Improvement and Reflection Time (DIRT) included in lessons and lesson planning. Staff have signed up to attend workshops on modelling feedback to students.

When asked if students understand the importance of student feedback, the reply was that by building a greater rapport between teachers and students, their understanding should improve. Teachers need to explain the benefits of student response and continue to ask students questions for them to answer.

Traditional teaching styles in some subject areas was potentially highlighted as a limiting factor in students' progress. Staff need to be empowered in their lesson planning and collaborative/student led styles of learning need to be implemented. In response to questions asking if there are areas of the curriculum where traditional teaching styles are used, it was stated that this is more the case in the upper school.

Annika Ghose referred back to the success of 'teaching outside of your box', which suggests that staff move out of their comfort zone, take risks and become more innovative in their methods of teaching.

Governors asked what action was being taken to improve the progress of gifted and talented students and address the fact that traditionally high attaining students have not been sufficiently challenged. In reply, Annika Ghose reported that performance measures have changed and there is currently greater consideration given to improving progress. Progress folders are regularly updated with students' information and are very useful in planning lessons, particularly for higher ability students.

Responding to a specific question about teaching a class of mixed ability students, Annika Ghose again stressed the importance of lesson planning in providing challenge for the more able and scaffolding down to the other students, with differentiation being an absolute priority. Teachers are constantly assessing each child's progress and Heads of Department regularly moderate work and check that students are on target.

Sue Wilson provided a useful analogy – all students must get on the bus. High attainers will be on the top floor, with some students below them on the ground floor, but by the end of the lesson, all students must be on board with no-one left standing at the bus stop.

Governors were informed that as part of the 'priorities for next term', the newly appointed Lead in Science has already produced an action plan prior to joining the staff team in September 2017.

As Governor responsible for liaison with Student Council, James Mansfield asked how the school is moving forward in this area. He was informed that Student Voice (currently led by Julia Firth, Director of Personal Development) is part of the Student Council, which focuses on areas such as behaviour for learning. Trafalgar are introducing online surveys, which will give immediate access to student feedback. James Mansfield has arranged to meet with Julia Firth to discuss how he can support and encourage the Student Council.

In order to fully understand the data provided in the Lesson Observation section of the report, Governors asked how improvements in Teaching and Learning can be assessed; is there a list of Teaching Standards which could be available to Governors; and how do you interpret the data to find out if teaching is of a good quality?

Steven Labeledz responded to questions by explaining that the method of lesson observations has recently changed as the grades did not always triangulate with other quality assurance data, such as learning walks, student outcomes or behaviour for learning information. He agreed that a list of Teaching Standards should be added to the report and shown alongside current observation data. In summary, Steven Labeledz stated that you cannot have a metric of good teachers and student learning.

Governors continued to challenge information in the report by asking if there are pie charts produced for each department. Data is produced by Heads of Department, using Red, Amber, Green based on teacher observations. The Chair concluded that the Record of Support Programmes was very positive and intervention appeared to be working well. Sue Wilson advised, however, that the staff information recorded in the list of Support Programmes should be removed, to protect their identity.

Governors expressed their appreciation to Annika Ghose for the substantial amount of work involved in producing the report and for her in depth focus on Teaching, Learning and Assessment. Alice Raeburn, recently appointed Assistant Headteacher, will assume responsibility for Teaching and Learning from September 2017, with Claire Copeland taking on the role from now until the end of the Summer term.

## **8. Restructure of Pastoral and SEND teams**

Claire Copeland presented a proposal to restructure the Pastoral and SEND support staff teams, which will include combining these two teams under one Inclusion Team. This would enable staff to be more proactive in meeting the needs of an increasing number of vulnerable students joining Trafalgar School, including those with EHCPs, so they can access mainstream lessons more effectively.

Cathy Seal, SENCO, was welcomed to the meeting and expressed her full support for the proposed restructure, enabling the SEND and Pastoral teams to work across different areas, ensuring the provision of top quality support for teaching and learning. Part of the rationale is to develop an on-site alternative provision for students who cannot always learn in mainstream lessons, so reducing the costs of external agencies, whilst maintaining ownership over the academic and social progress that students make.

A number of new positions have been included in the restructuring:

- **Attendance/Family Support Worker**, reporting to Assistant Headteacher: Personal Development and Behaviour, will promote and support the highest levels of attendance for students, whilst working closely with families to further engage them in education.
- **Deputy SENCO/Head of Centre**, reporting to the SENCO, will line manage the provision for students with learning and cognition SEN.
- **Inclusion Centre Manager/Head of Centre**, reporting to the SENCO, will assist in managing a resource provision for students who have language and communication difficulties.
- **Head of Centre (Social, Emotional and Mental Health)** reporting to Assistant Headteacher: Personal Development and Behaviour, will support Heads of House and SENCO in using data to identify and plan for students with social, emotional and mental health needs.

In addition, there will be two new roles of Senior Inclusion Assistants and it is proposed to recruit a one-year temporary Admin Assistant. Bobbie Young confirmed that funding for the Head of Centre (Literacy and Language) will be taken from the Teaching budget.

Governors asked a number of questions, to enable them to make an informed decision regarding the proposal to restructure the Support Staff teams.

**Q.** Are staff aware of the Support Staff restructure?

**A.** No, the proposal has to be presented at an LGB meeting before sharing details with staff.

**Q.** Will there be much resistance? Are the Senior Leadership Team forcing through changes?

**A.** The restructure will not come as a shock to support staff, who, it is believed, will relish the changes.

**Q.** Is the restructure across both Trafalgar School and ALNS?

**A.** No, this proposal is to restructure the support staff teams at Trafalgar School only.

**Q.** Do current staff have sufficient skills to undertake new roles or will they need training?

**A.** Training will be given as necessary, to fulfil the new job specifications and learning new skills.

**Q.** Will the new Inclusion Centre allow all students to return to mainstream lessons?

**A.** Yes, each student, to varying degrees, would be able to return to Trafalgar School, although initially students will continue part of their learning at the Harbour School. The restructure will enable a highly skilled Inclusion staff team to be established, which will, without doubt, benefit students' wellbeing.

**Q.** What is the cost for a student to attend the Harbour School and has there been a cost benefit analysis undertaken?

**A.** The cost for two Year 9 students to attend the Harbour School from September 2017 will total £16,000. It is difficult to produce a cost benefit analysis, however Harbour School costs will definitely increase in the near future and there are at least 7 students joining Year 7 in September with EHCPs.

Claire Copeland responded to Governors' concerns with the assurance that she believes this proposal is financially viable, considering the escalating costs of external alternative provision. In addition, SEND students will benefit from increased learning opportunities and improvement in their life chances. Without doubt, the education received within an alternative provision at Trafalgar School is far more comprehensive than that received from the Harbour School.

Furthermore, if the inclusion plan is right and meaningful, it will not have a negative impact on existing students. It may be that some students are not able to access mainstream lessons, but will still be learning within the Trafalgar School site.

The Chair confirmed that Governors understood the financial implications of the restructure and that they would hold Trafalgar School to account regarding the establishment of an Inclusion Provision. There was no further challenge by Governors, who accepted the need for an alternative provision.

**Proposal:** to inform staff of proposed restructure and commence support staff consultation.

Proposed: Helen Tippett

Seconded: Sue Wilson

All agreed

## **9. Future plan for Meetings and Engagement**

Matt Stratton and Claire Copeland will produce a structured program for future meetings, which will continue to take place on a monthly basis during term time. The Chair commented that the Safeguarding update, presented by Gemma Pearse at the previous LGB meeting, was excellent and suggested that SEND training could be added onto a future LGB agenda.

The Chair strongly recommended that all Governors should visit the School on at least one occasion during a school day, to take part in a learning walk. Evidence of Governor visits will need to be recorded to confirm that engagement has taken place.

## **10. School Events – Calendar update for May**

The Chair encouraged Governors to consider attending the following events:

Thursday 4<sup>th</sup> May, 4pm-7pm – Year 7 Parents' Evening

Tuesday 9<sup>th</sup> May, 6pm-7.30pm – Parents' Forum

Thursday 11<sup>th</sup> May, 6pm – Trafalgar LGB

Friday 19<sup>th</sup> May, 7pm – Quiz Night

## **11. Feedback on Culture and ethos workshop**

Claire Copeland approached Governors, Parents' Forum and Student Council, to select five words that capture key values for a learning community. The following five words have been chosen to represent Trafalgar School values: **Community, Aspiration, Inclusion, Respect, Resilience.**

Writing a definition for these values will form part of the recruitment process for Head Boy.

## **12. Any Other Business**

Helen Tippett announced that she does not wish to continue as Governor responsible for Training.

*There being no further business the meeting closed at 8.10pm*

Date of next meeting: **Thursday 11<sup>th</sup> May 2017**

**Signed:**

**Chair**

**dated:**

***Summary of Proposals:***

<b><i>Agenda Item</i></b>	<b><i>Proposal</i></b>
<i>Appointment of Vice-Chair</i>	<i>To appoint Sue Wilson as Vice-Chair of Trafalgar Local Governing Body</i>
<i>Restructure of SEND and Pastoral Teams</i>	<i>To inform staff of proposed restructure and commence support staff consultation</i>