

Minutes of the meeting of the
Full Governing Body of Milverton Primary School
Held on Thursday 29th March 2017

Present

Catherine Robbins (CR)	Co-opted Governor
Susan Robson (SR)	Co-opted Governor
Emily Lim (EL)	Parent Governor
Sophie Staniszweska (SS)	Parent Governor
Kay Lawrie-Stiven (KLS)	Parent Governor
Alex Davidson (AD)	Parent Governor
Clare McNicholas (CM)	Co-opted Governor
Maggie Wagstaff (MW)	Co-opted Governor
Tom Sidwell (TS)	Co-opted Governor
Jim Mills (JM)	Co-opted Governor
Stephanie Tierney (ST)	Co-opted Governor
Jo Mainwaring (JoM)	LA Governor
Hannah Stevenson (HS)	Parent Governor
Christine Habel (CH)	Co-opted Staff Governor
Danielle Belmega (DB)	Deputy Headteacher
Matt Fisher (MF)	Headteacher

In attendance:

Joanna Bloomfield (C)	Clerk
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1. Welcome and apologies

CR welcomed those present. Apologies for absence were received from **Cheryl Scott (CS)**.

2. MPS SLT Lead – Mathematics

Caroline Tribe Philips, SLT Maths Lead, gave a presentation updating Governors on how mathematics is being taught and monitored at MPS.

The aim is that all children reach the mastery stage, not just the more able, and **CTP** explained that includes 'Fluency' – ie can explain the rules and 'Reasoning' – ie can adapt the rules. A simple explanation of concepts can be hard. The real focus for MPS is on reasoning and problem solving and teachers are unpicking the process of how to teach this. Captain Conjecture appears on all classroom maths walls and challenges are set, ideally including Manipulatives, where children are physically investigating the concept they are working on. All children are expected to do Manipulatives, not just the less able.

CTP described the process by which she has been training staff in the teaching of reasoning and problem solving, which includes teachers highlighting these areas on their lesson plans, and inviting **Jonathan Hughes**, the LA Maths advisor for the area, to come into school to hold workshops twice this year. By September 2017 the whole

school will have moved from a spiral curriculum to teaching by domain, which follows NCETM (National Centre for the Teaching of Mathematics) advice and the White Rose Hub example. **CTP** and **Karen Hague** trialled this system during the year and children have not become bored. In fact they relished the time to do the work in depth and discuss what they were doing.

In terms of resources, the school has purchased bars and rods for Block Work and **CTP** has signed up for a free trial of My Maths. She will report back on this. Mathletics is considered too expensive. A Governor with relevant experience explained that Mathletics was very good but another cautioned that children can get quite competitive about how many activities they have done. **CTP** agreed that it is a useful tool and she is constantly asked about it by parents. Governors wondered whether FOMPS would be able to provide a subsidy as it costs about £30 for a family.

One resource that MPS did purchase last year was Busy Ants. It had become noticeable that teachers were spending a lot of time looking for, and making their own, resources. Busy Ants is a planning tool that includes Stretch and Challenge sections which teachers can use as a basis for their planning but also allows MPS do its own thing – teachers are not just picking up a plan and going with it. This is now being used across the school to positive response. Various other resources including the Working Wall, which has maths vocabulary for the week and challenges, are also in use. The Working Wall is working well, but probably less well for those children whose maths group is taught in a classroom which is not their own. The SLT are discussing how to make Working Walls more logically useful for this group.

This year termly assessments have been introduced in the form of one Arithmetic test and one Reasoning test at the end of each term. These are based on examples on the White Rose Maths Hub and Busy Ants Assessment Tasks. After the tests the form teachers choose one child who is meeting the standard, one child who is exceeding the standard and one child who is working below the standard to discuss as part of phase team moderation, which then feeds into Cluster moderation. Children who require one-to-one are reviewed for a clearer picture of their attainment and progress. In the summer term, exemplar folders will be produced to further help with moderation.

CTP will be doing a Maths BLINK early in the summer term concentrating on listening to the children's maths vocabulary and teachers will continue peer-to-peer planning and then observation.

Governors asked how parents can access the amazing resources that Working Walls are now that school is 'closed down' at the end of the day: MPS staff encourage parents to look at all the Learning Walls in school, especially as they include challenges for home which change on a regular basis. The school is not closed down, but until the school is empty of children parents need to enter the school via the front door. Once the school is empty, teachers often invite parents in via other doors. A Governor described an example of a school which holds a My Maths 'sharing afternoon' once a term which is no stress on the teachers but parents can look at books with their children for five to ten minutes.

Governors agreed that the door policy requires clarification, probably through the

school Newsletter. Governors also asked whether the Working Walls could be included on the website and if parental workshops were on the agenda. **CTP** is looking into having a Maths Newsletter from September which could certainly be on the website as well.

Governors are aware that there are a lot of new ideas for teachers to get to grips with and asked whether they were inspired by this: teachers are getting to grips with the new curriculum this year, children need to know a lot of information about maths, and teachers are slightly under pressure to make sure all children achieve mastery.

If Governors have any further questions, they should send them into school.

Actions

FGBM2016-17/11: **CTP** to update Governors on My Maths trial.

FGBM2016-17/12: **MF** to clarify door policy in the school Newsletter.

FGBM2016-17/13: **Any** Governors with further questions relating to Maths to send them into school.

3. **Administration**

Declaration of Interest for this meeting. There were no Declarations of Interest for this meeting.

Notification of Any Other Business.

There were no notifications of Any Other Business.

Minutes of last meeting.

The minutes of the Full Governing Body Meeting held on **Thursday 16th February 2017** were approved.

Action Log.

CR went through the action log with the following comments:

FGBM2016-17/9: **All** Governors should let KLS know of any training they attend and forwarding training feedback forms to KLS and the Clerk.

All other actions were closed.

Correspondence

CR had received the following electronic communication:

- A complaint from a parent. This is recorded on the Headteacher's Report and as far as it is known, the complaint has now been resolved. The F&P Committee have been discussing where to draw the line between concern and complaint and will be returning to the policy at the next meeting.
- **Michelle Hutton** and **Nick Wylie** wrote a thoroughly argued and reasoned response to the DfE concerning the National Funding Formula. All schools are

- still awaiting the outcome of the consultation.
- LA MAT Interest Group. The LA will be briefing all Headteachers in the county. The LA has decided to create a set of hubs within a MAT and will shortly inform all schools. This will be a long process as every school has to be looked at by the Schools Commissioner. Questions around which schools should be the early joiners, what support is required for those schools which are last to join and what happens to schools which do not want to join, are all yet to be answered. Although it is unclear how the Government will pursue academisation, the LA feels they do not have a choice but to move forward as the LA as it has been known will not exist within the next year or so. There will be one more training day and **CR** will report at the next FGBM.
- **MF** had passed on a letter from Lillington Primary School who are asking for MPS Governors to form part of their Complaints Appeal Panel. When discussing the MPS Complaints Policy, the F&P Committee thought it was a good idea to have impartial outside personnel on the Appeal Panel.

4. Governor Training

KLS (Training Governor) commented that last year Governors had pledged to do one GEL module a term, but few actually do. Governors had previously discussed the difficulty in signing up to GEL and the out dated nature of the modules. At the next Chairs meeting, it is on the agenda to discuss how reading, for example articles on The Key, can be recorded as training. Governors were informed that GEL is being renamed The Learning Link, which will require a re-registration and the modules are being updated.

KLS reported that most of the Cluster training is well attended. Governors are aware that there is now further emphasis on Governor skills and training.

5. Headteachers Report.

Uploaded to the Governor Space prior to meeting.

MF went through the report with the following observations:

The 'School Context' shows the number of pupils in each class, broken down into Boys/Girls/PP/EAL and SEN. **MF** needs to check the EAL and SEN numbers as they are different to those shown on SIMS.

MF explained that EAL & SEND as a proportion of the school numbers has been rising over last few years. Governors asked how this compared to other schools: MPS numbers are low.

The five Exclusions relate to an on-going issue, with one child, which MPS is trying to solve.

It was suggested that Governors look at the power point presentations that lead into the Attainment reports. The headlines are the total figures but the report breaks them down into vulnerable groups (PP/Boys/EAL and SEND) and colour codes the

figures for clarity. Green indicates children working in line with expectations, yellow indicates children working below expectations and blue indicates children working above expectations.

The children in Year 1 are nearly all working above expectations but this may not be repeated in the next data as lots of children are in the 'beginning' bracket where they receive support and there is no support for the next bracket.

Governors asked how the targets were set: at the end of the autumn term at Pupil Progress meetings teachers and SLT determine the target for each child. This relies on the teachers and staff knowing the individual children and class teachers highlighting any problems.

Governors acknowledged that there is brilliant classroom teaching at MPS and asked how MPS was helping children with funding to catch up: **DB** explained that the school was using the same system of interventions, although the interventions themselves may change. Interventions have always been used to help children move on to their targets. For example, in this year's Year 5 there is a group of children struggling with maths, and in term of SATs may require assessment or support. Governors discussed whether, if Year 5 were challenged as a cohort, they may benefit from extra maths support while Year 6 have SATs week.

This year there have been a number of children with English as a second language, some of whom had no English whatsoever. There was no support or advice from the LA as their language issues were not considered bad enough. Staff used ipads with translation apps and other approaches which were working well but the children have now returned to Romania.

The Parents Survey, which was handed out at Parents Evening, received one hundred and one responses, which is a good proportion of the parent body. These responses were highly favourable, but also highlighted the usual area of homework. Homework was also discussed at the Parents Forum, also with the usual divide of some parents who think there is too much and some who think there is too little: ultimately it is up to the school to decide how much homework is expected.

Governors questioned whether homework was part of the National Curriculum or just a nice to have extra. **MF** explained that there is no evidence base which proves that homework is necessary for attainment. Governors asked whether it was possible to point parents to resources and links to relevant websites in order to support parents to support their children. Governors also queried whether Parental Workshops, which were held a year or so ago, could be repeated.

6. Committee Reports

including outcomes and impact on SDP priorities

- Finance & Personnel

(minutes previously uploaded to The Governor Space)

SR reported that the Committee was keeping up with the SDP monitoring and the presentation that **CTP** had given at the beginning of the meeting formed

part of the Maths monitoring remit. **JoM** and **CMcN** will visit school to look at books as part of the monitoring of Literacy.

The Committee has reviewed, and where necessary, updated the following policies: Teachers Appraisal; Staff Discipline, Conduct and Grievances, and Gifts and Hospitalities. The Complaints Policy is being completely rewritten in line with The Key gold standard examples and the DfE policy. This will be signed off at the next Committee meeting. All governors should read the Complaints Policy, so that if they are approached by parents they are able to point them in the right direction.

Governors questioned what teachers should do if parents club together to give a gift which exceeds the limit: the teacher needs to declare it to **MF** and it should appear in the teacher's log.

The annual SFVS, the completion of which confirms that MPS Governors have the right competencies to undertake financial responsibility for the school, has been completed. This includes acknowledging that all Governors have completed the Declaration of Interests form, which they have. **SR** will forward the completed form to the LA tomorrow.

SR reported that **Laura Nicol** is now remaining at the school and a TA who had come to the end of her contract is also remaining at the school until the end of the year to cover for another TA who has resigned. Interviews will take place on the 5th April to appoint a NQT to fill a post currently held by a higher level teacher on a one year contract. Recruiting at a low level helps with the balancing of the budget. As **CR** can no longer attend, other Governors who wish to should contact **MF**.

SR also reported that the financial situation had worsened since the last FGBM with the LA making a one-off levy next year to cover their own statutory commitments, which equates to £9,300 for MPS. Although savings have been made by reducing the hours of Onside Coaching and not buying into some of the WES services, this means that MPS will be setting a deficit budget going forward which exceeds the LA limit of 5%. The Committee discussed ways of raising money rather than cutting spending and will explain this in a letter to be sent to **Jyoti Richardson** (WES Financial Officer). The final submission needs to be sent by 5th May and as this is before the next FGBM, **SR** will see how this was managed last year. It may be necessary for Governors to ratify the budget by email circulation.

- Premises

(minutes previously uploaded to the Governor Space).

EL reported that the Committee meeting had been uncontentious. Governors had discussed the Site Inspection Report which happens on a termly basis and is useful to flag up any issues **Terry Heard** may have. This raised perennial problems which there is very little money to resolve. MPS is in constant negotiation with the LA to undertake areas of work, to capitalise on the time they are still in existence.

The Committee had signed off the review of the MPS Health & Safety Arrangements, which details how MPS implements the LA Health & Safety Policy. They had also discussed the Transporting of Children, which used to be part of the Health & Safety Arrangements but **MF** will draft a new policy for further discussion at the next meeting. The Committee agreed that a new Lettings Charges framework, which **MF** will model and circulate to Governors ready for approving at the next meeting, should be in place to start in September.

The Committee had also discussed the Grounds Redevelopment, particularly the need to keep on top of the weeding. This had been included in the contract with Ground Staff, a property maintenance company. The Committee need to ensure the contract is being kept. The Committee is also looking into funding for replanting. **Jenny Clarke-Hall** is taking the lead on the Bish Bash Bosh pod, undertaking risk assessments on donated items and arranging BBBP play leaders. Once the BBBP is up and running the Committee will look at what other funding may be required, possibly approaching the Round Table who have indicated that they may be able to help further. **Jenny Clarke-Hall** is also looking into the broader play agenda.

As part of the SDP Action Plan monitoring, the Premises Committee are looking at the school Prospectus with the idea of having an on-line Prospectus including videos made by the children. The Committee decided to ask the parent body via the Newsletter for volunteers with expertise in the area of digital publishing. Governors asked whether there would still be hard copies available for parents who could not access the internet: a version will be made available, but obviously this would not be as eye-catching as the on-line version.

Rules regarding the cat have been displayed around the school and the badgers are back in the field. **MF** and **TH** are chasing the LA who have agreed to take responsibility.

MF reported that he has recently received a notice to cover all glass windows with a safety film at a cost of £3,000 as they are not currently compliant. He is asking the LA for help with the cost but bricks and mortar are now the schools responsibility. However, the safety of the children cannot be compromised, so the funds will have to be found. He will contact **Jyoti Richardson**.

- Performance & Standards

(minutes previously uploaded to the Governor Space)

SS reported that the Committee had reviewed the EYFS policy, which was written from scratch by **Laura Nicol**, and, with a few tweaks, had agreed the policy. This also applied to the Anti-bullying Policy which **MF** had significantly re-written to reflect current DfE advice.

MF has the updated LA Safeguarding Form and will Milvertonise this ready for the next meeting.

SDP monitoring included the EYFS Governor (**MW**) attending a Phonics Walk and the review of all Inclusion documents, including PP Funding, on the website.

Children have been taking part in a Public Speaking Event throughout the school and the final will take place at the end of the term.

CR asked that all Governors read the Anti-Bullying Policy.

Actions

FGBM2016-17/14: **All** Governors to read the Complaints Policy.

FGBM2016-17/15: **SR** to forward SFVS to LA.

FGBM2016-17/16: **Any** Governor wishing to attend interviews should contact **MF**.

FGBM2016-17/17: **SR** to investigate how budget ratification was handled last year.

FGBM2016-17/18: **All** Governors to read the Anti-Bullying Policy.

7. School Council

DB reported that Teaching Assistant **Hazel Rhead** is now leading the School Council. The meeting times have been changed to take place during school time rather than at lunch time as it had been a challenge to persuade children to give up their playtime. This year they have reviewed the 'Golden Rules', changing some of the wording, and have produced posters to display around the school. They have also discussed the rewards that are given to the winning houses, recommending that they become special treats rather than low quality things which do not survive for long. Friends Of Milverton School (FOMPS) are funding the awards.

The children on the School Council are very enthusiastic and are turning their attention to looking at larger projects rather than smaller items. **DB** explained that **Hazel Edwards** is excellent at leading and supporting the School Council, with an agenda and minutes available for each meeting.

8. Link Governors report:

Mathematics:

SS explained that **Caroline Tribe-Philips** had covered a lot of the report in her presentation. **SS** herself is particularly interested in concepts like Mastery and did some research in to the Shanghai approach of teaching maths, which requires in-depth teaching from reception. Government and educationalists are looking at this as a response to the push from overseas where fewer concepts are studied in greater depth.

Teachers are feeling more comfortable in terms of using the Block method of teaching key concepts. **SS** toured the school looking at maths displays in all the classrooms, which were great and interactive. She felt that the consistency of the displays were part of the school's strengths, as well as teachers understanding the concept of mastery and what it means for learning. Moderation is well planned and

the production of folders to demonstrate what levels look like is welcomed.

In her report, **SS** raised the issue of gender equality in inspirational STEM figures. Captain Conjecture is a male figure but characters such as the Science Girl initiative should be considered. Other issues she raised concerned extending the understanding of mastery, the balance between testing and well being and normalising maths in the everyday. Overall she found the teaching of maths interesting and inspirational, and noted that funding for resources may be required.

Governors discussed the fact that other "inspirational" characters, such as in ICT, are nearly all male. Governors also asked how maths is being communicated to parents, as the chatter and anxiety in the playground often revolves around maths.

Governors are aware that parents know about Mathletics and My Maths through connections with parents at other schools. Governors discussed whether it was possible to cover a new maths concept every month with a permanent feature in the school newsletter and whether it was also useful to publish the list of educational games links which **Alastair Geddes** produced last summer, spread across a number of newsletters. **MF** explained that, as part of looking at homework, the school is looking at web based services.

9. AOB

There were no items of Any Other Business for this meeting.

Items for exclusion

There were no items for exclusion.

Date of next FGBM

The next Full Governing Body Meeting will be held on Tuesday 23rd May 2017 at 7.00pm in the school library.

Signed:

Dated:

FGBM2017-02-16		
FGBM2016-17/10:	Clerk to put Aims & Vision feedback on the agenda for FGBM summer 1	
FGBM2017-3-27		
FGBM2016-17/11	CTP to update Governors on My Maths trial.	
FGBM2016-17/12	MF to clarify door policy in the school Newsletter.	
FGBM2016-17/13	Any Governors with further questions relating to Maths to	

	send them into school.	
FGBM2016-17/14	All Governors to read the Complaints Policy.	
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