

Minutes of the meeting of the
Full Governing Body of Milverton Primary School
Held on Wednesday 13th July 2017

Present

Catherine Robbins (CR)	Co-opted Governor
Susan Robson (SR)	Co-opted Governor
Emily Lim (EL)	Parent Governor
Cheryl Scott (CS)	Parent Governor
Alex Davidson (AD)	Parent Governor
Sophie Staniszweska (SS)	Parent Governor
Clare McNicholas (CM)	Co-opted Governor
Maggie Wagstaff (MW)	Co-opted Governor
Jim Mills (JM)	Co-opted Governor
Hannah Stevenson (HS)	Parent Governor
Christine Habel (CH)	Co-opted Staff Governor
Amy Crowther (AC)	Elected 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 all those present, and thanked them for responding quickly when it became necessary to re-arrange the date of the meeting. Apologies for absence were received from **Tom Sidwell (TS)**, Kay Lawrie-Striven (**KLS**), Stephanie Tierney (**ST**) and Jo Mainwaring (**JoM**).

2. **Administration**

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

Notification of Any Other Business.

There were notifications for two items of Any Other Business.

Minutes of last meeting.

The minutes of the Full Governing Body Meeting held on **Wednesday 24th May 2017** were approved.

Action Log.

CR went through the action log with the following comment:

All actions were closed.

Correspondence

CR had received the following electronic communication:

- Safeguarding Audit from Governor Services. This is a suitable base for preparing the annual Safeguarding Report. **MF** & **Laura Nicol** will meet next Monday to start the process.

3. **MPS Lead: Modern Foreign Languages – Jenny Clarke Hall.**

Jenny Clarke Hall has been the Modern Foreign Languages lead for three years. Her main concern has been the lack of confidence amongst the teachers, which has meant that the teaching of languages had been squeezed out of the timetable. **JCH** is working on making sure that the teaching of French is a presence throughout the junior years.

This year it was decided to hold a festival to showcase the MFL work that has been going on. Children have been making short films incorporating the vocabulary that they have been learning and using storyboards to develop their scripts, which were then shared with other classes and shown to parents. **Alastair Geddes** is working on a way to get the films onto the website. The teachers also produced a film, which **JCH** showed to the Governors. The children had had a lot of fun producing the films and enjoyed using the interactive Raising Stars resource which had been purchased last year. Throughout the year, children had been producing French journals and folders with decorated covers and French/English vocabulary.

Areas for improvement going forward, particularly in years 3/4, include looking for consistency in the teaching of French vocabulary and children making clear progress, evidenced in the journals. In pupil interviews, children expressed a wish to increase their knowledge, asking for grammar which can help them in creating sentences and for differentiated/consolidatory teaching. For next year, **JCH** is looking for work that the teachers can use for consolidation exercises without adding to the preparation work they already have to do.

Governors asked why MPS is focusing on French, particularly as there are some Spanish speakers in the Cluster: this was the teachers' preference. The number of parent volunteers who speak French has dropped-off but there may be French speakers amongst the new parents. Governors questioned whether teachers at secondary schools appreciate it if children have been exposed to languages: it is not known whether teachers are aware but it benefits the children in that it is one less alien area they are coping with. Governors commented on **MF's** accent, which was particularly good, and asked whether this was the same throughout the school: children mostly use worksheets with a limited chance to speak but **JCH** is looking at using drama as a way to introduce spoken language.

Governors also asked how much time was spent on French throughout the week: years 5/6 have two hours PP cover every three weeks and years 3/4 have tried various times, but roughly have 40 minutes a week. As the children had clearly enjoyed the process, Governors asked whether there were plans for another festival: the practicalities of having celebratory weeks for any single subject means that it would definitely not be next year.

Governors thanked JCH for her hard work with MFL throughout the year.

4. **Governor Training**

KLS (Training Governor) was unable to attend the meeting but **CR** reported on her behalf. Looking forward to next year, the Cluster training sessions are being arranged including one in November on Understanding Primary School Data, which will hopefully include proper training for Analyse School Performance (ASP), to be held at Telford School. Other training sessions will be Safeguarding, and Planning for Ofsted Inspection or Health & Safety in Schools.

KLS sent her thanks to all Governors who filed training reports, congratulations to **HS**, the only Governor to report GEL training, and encouragement to everyone else to keep going. This is more important than ever as MPS enters the Ofsted Inspection period.

Governors were directed to page 12 of the WES Governor Development Programme – 'Essentials' Update for Experienced Governors (available in the Training Section of Governor Space).

Action

FGBM2016-17/24: **ALL** Governors to consider 'Essentials' Update training.

5. **Committee Reports**

including outcomes and impact on SDP priorities

Finance & Personnel

(minutes previously uploaded to the Governor Space)

SR reported that she had reviewed the F&P Committee's actions on the SDP, and that this was going to be discussed later.

An application to the Warwickshire Capital Fund has been made to upgrade facilities either at the field, the main hall or the dining hall. **SR** is reviewing the Charging Policy which requires a couple of updates but apart from that is fairly straightforward. Hopefully this will be signed off before the end of term.

Nicola Shilton and **Rachel Green** are returning this term, so **Kate Brooks** and **Bethan Hockley**, both of whom were employed on short term contracts, will be leaving. **Katie Wall**, who was appointed as the new NQT teacher in reception, has already attended the New Parents evening. After interviews to replace **David Iles** as the music teacher, **Brenda Allison** (who was already doing cover) has been appointed. She has already organized the music room and **MF** reported that next year there will be a positive emphasis on having a school choir, band and orchestra.

SR reported that the financial forecast is 'not great'. The books will record the difference between the forecast and the actual end of year position and the FGB needs to approve the movement of £5,173 from the General Contingency Budget to cover the shortfall. Governors unanimously agreed to this. Currently there are three years of deficit going forward, which has to be addressed. Governors who attended the meeting with WES heads of departments were less than impressed with the advice on offer. The F&P Committee will hold an extra-ordinary meeting over the summer to go through plans to reduce the deficit focusing on two strands of action:

increasing income and reducing expenditure. This includes increasing the number of pupils in Key Stage 2 and increasing the fees for club providers.

Governors are aware that if the school cannot produce a balanced budget, one will be imposed by WES and that this would not be so inventive as one created by MPS. Governors asked whether there was a plan to increase the PAN: no, at year three and above there is no upper limit on the number of children that can be in a class. Moving from 30 to 32 children per class, which would mean three more children in each year 3 to 6, would equate to between £30 - 32,000 per annum. Whilst not ideal, it is a considerable chunk of money without outlay, rather than relying on accumulated small amounts from increasing hire fees, etc. Governors questioned how this would be seen from outside and suggested that it should be presented to parents in a positive manner.

Governors discussed what strategies other schools are doing, citing the example of Stratford Grammar School which is asking parents for financial support and, anecdotally, that schools are considering redundancies. Governors are aware that increasing income via increasing school numbers is probably the least worst choice.

The Committee has three years to get the budget balanced and some of the plans will only create income in time but MPS has managed the budget well until now so it is starting in a better place than many schools, some of which will have to decimate their work force in order to sort out their budget problems. Governors felt that this should be put in context for MPS parents, many of whom do not realize the full extent of the problem, with realistic figures.

The Premises Committee had already approved the introduction of charges for club providers with the condition this was not passed on to pupils.

Governors discussed fund raising within the school as many parents could afford to contribute. Local businesses, too, could be approached although Governors are aware that this comes with a price. Academies are bringing in Hedge Funds, which can off-set charitable giving against tax. Governors also discussed the possibility of co-opting a professional fund raiser from the parent body to look for specific grants as this requires a discrete skill set and knowledge of legal requirements, as well as being very time consuming. It was decided that **EL**, **CMcN** and **AD** would look at taking this forward in September, including looking at volunteer time from Warwick University. Governors are aware that this needs to be different to, and separate from, FOMPS which has raised a significant amount this year and many parents feel is at capacity.

CR suggested that Governors lobby the local MP. **Emma Mort**, a teacher at Trinity School, is active on governors' behalf within the Cluster. She also counseled that a change in government can change the landscape overnight.

Premises

(minutes previously uploaded to The Governor Space)

As **EL** had been unable to attend the Committee meeting, **AD** had acted as chair and presented the report to the FGBM. **AD** highlighted sections of the Site Inspection

Report which the Committee had discussed. These included: the painting of West Hall and year 5/6 classrooms, the on-going concern regarding general maintenance, tidiness and cleanliness inside the school building and school grounds, and the decision to lock the gate (by **Mr. Geddes'** room) at dusk so that parents collecting children from POSH are guided to the well lit route. The badgers are currently quiet.

AD also reported that **JCH** will join with **CH** and **AD** to apply healthy eating principles to food in school in September. New national standards for school tuck have been introduced which means that only fruit, nuts and seeds can be offered for sale, replacing toast, cakes and biscuits. Children can bring in what they want to eat but the school has to comply with the guidelines and as MPS is a 'no nuts' school, decisions about what to offer need to be made. One option is to shut the tuck shop, another is to look at it as an entrepreneurial opportunity for the school.

MF will produce a 'wish list' of items wanted for the Play Pod and ask for donations via the Newsletter. Supervision has become a slight issue and **MF** will address this with the lunchtime supervisors in the new term.

Having recently been made aware of the large amount of documents stored in the school basements, the Premises Committee will look into how the storage can be effective with reference to data protection, water leakage, other damage or simply trying to find a particular item.

Governors discussed the state of the dining hall, which they agreed required a deep clean, and the general cleanliness of the school. **Terry Heard** is doing more cleaning himself and will be doing more over the summer. **MF** has introduced a plan of works, and the school is already looking better but mainly as a result of TAs doing tidying and cleaning. The Eco Rangers have done one litter pick and will be doing more.

MPS will be starting Forest School at the school field in September, initially for reception and year 1 & 2 children. This involves learning outdoors surrounded by trees and grass with fire pits and free play which develops confidence and well being. It teaches skills, including team building and the use of tools. **CH** has worked in a London school which used Forest School and was enthusiastic about its beneficial effects on the children. Although **MF** is a trained Forest School leader, it will be a member of the On-Side Coaching team who will be leading during PPS time.

Performance & Standards

(minutes previously uploaded to the Governor Space).

CS reported that the Committee had agreed the adoption of the LA Safeguarding Policy which included a number of new areas, including Youth Produced Sexual Imagery (sexting), radicalization and extremism, children who go missing and helping children keep themselves safe. All governors are up-to-date with db checks.

Policies which have been reviewed are Relationships & Sex Education, Home School Agreement, Attendance Policy and Send policy. **DB** reported that the year 3/4 RSE meetings had been well attended and **CS** reported that there would be a consultation next year to garner parents' views on the meetings. The Home School Agreement had been agreed subject to a revised ordering of points to give greater

cohesion. The review of the Attendance Policy had led to a discussion about the letters sent to parents when a child reaches the threshold of absenteeism, including those who had been absent for illness and the parents had advised the school, and it was agreed that class teachers will be informed so that when they are handing out the letters, they can reassure parents that the notification is routine and 'nothing to worry about' where necessary.

CR commented that a huge amount of work was achieved through the committees and that the annual Review of Attendance showed that all were well attended.

Action

FGBM2016-17/25: **EL**, **CMcN** and **AD** to investigate co-opting professional fund raiser from the parent body.

7. Patch Meeting reports

CR reported that the last Patch meeting had addressed a number of issues, including:

- Virtual schools
- Looked After Children being tracked
- Autism Education Trust
- LA MAT. There was nothing to report at the last meeting, except that the LA is still pursuing this option. **MF** reported an update that the model is seen as flawed and that the DfE and the Regional School Commissioner (who oversee the academization process) have ruled that it does not meet their recommendations. A National Association of Head Teachers meeting at Brookhurst pitched the model of a Learning Trust, which is a more robust version of the current Consortium. There is, at the moment, no force to do anything so **MF** is minded to just stick with the Consortium. One problem to this model is that the LA, which supports schools through the Consortia, is about to lose funding so there is still a lot to discuss, although other problems, such as budgets, are taking priority.
- Thorough report from the Cluster Co-ordinator. The general agreement is that this is worth hanging on to if possible.
- School budgets. Schools with businesses such as before and after school clubs are managing best but those without are struggling. One chair on the Schools Forum commented that the LA had managed to cut its £3m deficit to £50,000 by passing on cuts to all departments.

Despite the challenges faced by schools, **CR** recommends the Patch meetings to any Governor who wishes to attend.

Governors discussed the need to keep a watching brief on the academization issue and wondered whether it was worth having a staff survey, anonymous or otherwise, to gauge how the staff are coping with the challenges.

8. Embedding the New Curriculum

A recent Cluster training session on Embedding the New Curriculum had left Governors with many questions so **DB** was asked to explain how this is working at MPS.

DB outlined the key changes which have seen higher expectations in all subjects, with a focus on using enquiry skills and learning in greater depth. Although learning poetry by rote has not been a MPS priority, much of the rest of the curriculum plays to MPS's strengths. Creativity has not been lost with cross-curricular experiential links and WOW entry points still being used. Next year is 100 years since Frank Whittle came to MPS and this will be used as one of the WOW entry points.

However, the seemingly informal nature of the learning belies the huge amount of work behind each objective. Long term plans detail the subject areas for each term, broken down into activities and where these link with other areas. Daily Plans for every lesson include Objectives and Success Criteria, noting activities, 'no limits' differentiation, finisher, plenary and evaluations. Daily slides are produced with imagery to reflect these and help the children to produce their work.

DB gave Governors a snapshot of children's amazing experiences across Key Stage 1 & 2 with WOW entry points such as a visit from a rabbit in years 1&2, a mysterious tent leading to learning about the Intrepid Explorer for years 3&4 and year 5&6 children playing the Mayan game of Pok A ToK.

DB explained that whereas the old curriculum was like climbing a ladder and the objective was how quickly it was possible to reach the top, the new curriculum is more like a coach tour with the aim of seeing and experiencing as much as possible along the way, with success measured in terms of how well a child can do something. Although some of the greater depths expected can be seen as frightening, applying learning in this wider context with an emphasis on enquiry skills suits the way MPS works.

In the classroom 'Target' posters have been replaced by Learning Walls which have examples and resources that support the learning and are updated every time the learning changes.

Since 'levels' have been replaced as a means of assessment, MPS no longer uses Classroom Monitor which had enabled teachers to monitor hundreds of things at once so **DB** has developed new streamlined assessment grids which will be used for each pupil for each subject, giving criteria for 'Working Towards' 'On Track' and 'Greater Depth' and will give a presentation on these to the Governors in the autumn term.

She has also created cartoon characters to exemplify the six Milverton Super Learning Skills: Ernie the Eagle – enquiry; Sally the Skunk – self-awareness; Pandora the Porcupine – problem solving; Colin the Caterpillar – collaboration; Monty the Moth – motivation and Cara the Chipmunk – creative thinking. There is a focus every half term on one of the six Super Learning Skills with the objective that by the end of the year children are practised in the art of learning.

DB: the key words to the new curriculum are: skills, enquiry and shift in expectation and generally the new curriculum is raising standards without losing what makes MPS great.

Governors discussed the amount of work required to produce the termly and daily plans and asked whether this was shared amongst the teams: each teacher within a team takes a responsibility, with each class having the same resources and the Learning Walls updated on a weekly basis. **CH** has recently undertaken a PHSE Blink focusing on Economic Enterprise.

Governors asked about the well being of the children and whether any stress had been noticed as a result of the higher expectations: MPS still works the same way, children get introduced to new things and no extra stress has been identified so far, although along the line is unknown. MPS has always had children who don't quite make the standard and staff work with them to showcase other skills.

CR: the presentation answered the most pressing of the Governors' questions: 'how do we know?' The extent of the work that goes into delivering the curriculum is impressive and hopefully Ofsted will inspect while this is fresh in Governors' minds.

Action

FGBM2016-17/26: **DB** to give presentation on Assessments to Governors in autumn term.

9. **Headteacher's Report** (including SDP round up)

MF shared with the Governors the final text for the MPS Vision and Aims which will appear on the school prospectus, website and displays. Staff, pupils, Governors and parents have all had a chance to contribute and, although not everyone can be fully pleased, **MF** is really happy with the result.

Governors discussed 'school vision' as described in the New Governance Handbook and agreed that this was more to do with strategic planning.

MF reported on the school context for September in the form of a table showing class size and breakdown into gender, PP, SEND and EAL. The few staff changes had already been reported through the F&P Committee report and attendance figures show that whole school attendance this year to date is 96.6% (the same as last year), rising to 97% when two specific families are taken out of the equation.

The report contained the many various ways the Senior Leadership Team had worked towards fulfilling the School Development Plan as well as updates on the school building and grounds, Health & Safety, Leamington Consortium and Safeguarding. **MF** particularly highlighted the raise in attendance of hard to reach families which is down to the successful approach of **AC**. The report also contained the curriculum visits and enrichments enjoyed by the children as well as sports challenges they have taken part in.

The unvalidated results for EYFS, Year 1, Year 2 and Year 6 were discussed. The EYFS

GLD score is 80% (this is above the national average) and the Year 1 Phonics score is 88% (a raise from the previous year and in line with the national average).

The Year 2 results show an improvement in reading, writing and maths with an improved 'Greater Depth' score. The Year 6 results are one of the strongest in the Leamington Consortium. **MF** commented that all can feel proud of the achievement. Governors asked whether this was better than expected: with help and support a number of borderline children actually achieved 'on track'. The full report will be discussed at the P&S Committee meeting in the autumn term.

The Spelling, Punctuation and Grammar test score for MPS is 88% on track, with 49% working at a greater depth. Results for individual children have been sent to parents in letter form.

The Friends of Milverton Primary School (FOMPS) have been particularly active this year, engaging the children in a 'Grow a Pound' activity as well as organizing a summer festival and Milverton Ball.

School Development Plan Review

CR reported that she had requested that Chairs of Committees pull together the actions from the SDP assigned to their members together with reports written after each action to ascertain whether every aspect of the plan had been covered. This was a considerable amount of work as Governors had undertaken many visits to school and it was agreed to finish the exercise by email.

MF thanked the Governors for all the work they had put into reviewing the actions in the SDP, and the reports they had written which provided evidence of areas completed. **CR** reported that as this was the first year of a new system there had been some confusion between actions assigned to Committees and the work of Link Governors. For 2017-18, **MF** will attempt to fuse the two.

10. **AOB**

End of Year Reports to parents – MF

MF gave notice that in 2017-18 he would like to review the way the school reports to parents, starting with a consultation amongst the staff, feedback from parents and review by governors.

Feedback from class decisions – MF

MF has been fielding questions from parents about the allocation of children into mixed class. **MF** will be reviewing the process next year as he feels that clarity is required.

Governor Calendar – CR

CR reported that the calendar of dates for Governor meetings is being drafted with the first FGBM of 2017-18 on Wednesday 11th October. Once the dates have been checked against school events, the Clerk will circulate the calendar by email.

Governor Responsibilities will to be agreed in October but the following changes have been agreed subject to confirmation at the FGBM.

- **AD** will take on the role of Chair of Premises.
- **JM** will take on the role of Vice Chair of FGB.
- **JM** will also take on the role of Chair of F&P once **SR**'s term of office expires in December.

Although **CR**'s term of office will finish in December, she is open to being co-opted for another two terms.

CR commented that 2016-17 had been a year of real business and congratulated **MF** on successfully completing his first year at Milverton. **MF** expressed his thanks to Governors and staff of MPS for the work they put in.

Action

FGBM2016-17/27: **Clerk** to circulate calendar of meeting dates.

Items for exclusion

There was one item for exclusion from the F&P report.

Date of next FGBM

The next Full Governing Body Meeting will be held on Wednesday 11th October 2017 at 7.00pm in the school library.

Signed:

Dated:

FGBM2017-07-14		
FGBM2016-17/24	ALL Governors to consider 'Essentials' Update training.	
FGBM2016-17/25	EL, CMcN and AD to investigate co-opting professional fund raiser from the parent body.	
FGBM2016-17/26	DB to give presentation on Assessments to Governors in autumn term.	
FGBM2016-17/27	Clerk to circulate calendar of meeting dates.	