

Minutes of the meeting of the  
**Full Governing Body of Milverton Primary School**  
Held on 11<sup>th</sup> December 2018

Present

Catherine Robbins ( <b>CR</b> )	Co-opted Governor, Chair of FGB
Alex Davidson ( <b>AD</b> )	Parent Governor, Chair of Premises
Clare McNicholas ( <b>CMcN</b> )	Co-opted Governor, Chair of Finance & Personnel
Hannah Stephenson ( <b>HS</b> )	Parent Governor, Chair of Performance & Standards
Liz Kay ( <b>LK</b> )	Parent Governor
Emily Lim ( <b>EL</b> )	Parent Governor
Maggie Wagstaff ( <b>MW</b> )	Co-opted Governor
Andrew McKirgan ( <b>AMcK</b> )	Co-opted Governor
Nigel Perry ( <b>NP</b> )	Co-opted Governor
Jo Mainwaring ( <b>JoM</b> )	Local Authority Governor
Tracey Brand ( <b>TB</b> )	Co-opted Staff Governor
Danielle Belmega	Co-opted, Deputy Headteacher
Matt Fisher ( <b>MF</b> )	Headteacher

In attendance:

Joanna Bloomfield ( <b>C</b> )	Clerk
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1. **Welcome and apologies**

**CR** welcomed all those present to the new school year. Apologies for absence were received from **Carol Barnes (CB)**, **Kay Lawrie-Stiven (KLS)** and **Tom Sidwell (TS)**.

2. **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 10<sup>th</sup> October **2018** were approved.

Action Log.

**CR** went through the action log with the following comments:

FGBM2018-19/04: **MF** to circulate a list of events so that governors can arrange to attend. Still open

FGBM2018-19/06: **MF** to circulate dates/themes for Governor Walk. Still open.

Governors discussed suggestions for themes such as Mastery and Super Learning Skills.

- All other actions were either closed or on the agenda.

## Correspondence

**CR** had received the following communication:

- Consultation on Warwickshire school holiday dates 2019-2020. **CR** will view and if any seem awkward, will circulate and ask for feedback.
- Email from a local solicitor who expressed an interest in becoming a Governor. **CR** and **AD** also knew of other interested individuals and **CR** will follow these up.

## Actions

**2018-19/07:** **CR** to review Warwickshire school holiday dates.

**2018-19/08:** **CR** to contact individuals interested in becoming Governors.

### 3. **MPS Lead: SEND** – Laura Nicol

**LN** explained to governors the current picture of SEND at MPS, including changes to record keeping, monitoring activities, CPD, the inclusion of parents, and what a day looks like for a child with additional needs. She also explained some of the SEND Code of Practice and the new Ofsted guidelines.

There are thirty-one pupils on the SEND register, eight of whom have EHCPs (Education Health Care Plans). Of the eight, two have part time support and six have at least full-time 1:1 support (although two need 2:1 support, which is in place but not funded). The national percentage of primary age children with ECHPs is 1.4% whilst at MPS it is 2.5%.

The Code of Practice makes teachers 'accountable for the progress and development of the pupils'. **LN** has created a flow chart showing the process that happens when a class teacher has concerns about a pupil from assessments, observations or progress meetings. There is a pro forma for discussing the child's needs with parents and for monitoring throughout the year. These folders are monitored each term and teachers receive feedback on all parts of SEND record keeping. Each child also has a personal folder which contains information for teachers including one page profiles, provision maps, Individual Education Plans and minutes of meetings held so that the parent voice and teacher voice are included and can be shared. The folder goes through the school with the child.

The Code of Practice also makes clear that it is the quality of teaching which has the most impact and that schools should 'regularly and carefully review ... including, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered". **LN** has planned staff meetings throughout the year with the help of the STS (Special Teaching Service) with Universal Provision, teachers' responsibilities and Inclusive Classrooms already taken place and others on Autism and Social Stories, Literacy difficulties, Numeracy difficulties and ADHD in the spring and summer.

Parents are always informed by letter if their child is being given support outside the classroom, and invited to discuss this with the class teacher. Report cards at Parent Teacher Learning Reviews have an additional section for reporting on these sessions.

**LN** gave a comprehensive insight into a child's day at MPS, showing the number of people who are involved in providing care, the liaising between school staff, SENDCo and multiple support agencies and the paperwork that generates, and the planned lessons and interventions as well as the planned calm transitions, time out and supervision in the playground.

The new Ofsted framework recognises that 'what young people learn is too often coming second to delivering performance table data' and therefore 'any conversation about pupil outcomes should be part of a large conversation about the quality of education they receive' ie looking at the story of the child's progress which is particularly important when looking at SEND children.

Governors asked about the co-ordination of professionals and whether case managers are available: the school has a central position as agencies work in isolation, everything is liaised annually which the school has to organise. The school has to pay for traded services so it can be tricky getting extras, although speech and language is currently not a traded service. The Special Teaching Service will offer as much as the school can pay for. Most SENDCos do the organising, which is practically a full-time secretarial job. Governors asked how much time **LN** spends on this: one-and-a-half to two days this year. It varies from school to school, depending on numbers and budget. Some of the children have high profile needs and finding the time to support teachers and TAs can be challenging.

Governors were impressed by the amount of work that goes into supporting SEND children and wondered if it meets parental expectations: this can vary, **LN** is conscious it needs to be explained to parents. MPS is open and honest with high but realistic expectations for pupils. Governors asked whether parents were aware of the limitations: it is hard for a parent not to worry about their child.

Governors asked **LN** whether she felt she had the time to drive the SDP, which this year particularly focuses on well being: with support of **MF**, all the teachers are on board and MPS has a great team of TAs who give above and beyond. Eve from STS is a known face in school and the support that **MW** gives is very much appreciated.

Governors asked about funding for SEND children: **MF** explained that each pupil on the school register receives about £3,300 funding from the government, which includes a notional budget for SEND. Some SEND children require additional funds but the government only adds to the funding when £6,000 can be shown to have been spent. This does not take into account resources such as laptops and special chairs. **MF** does not feel comfortable short changing children who need support even if the money is not available.

**MF** thanked **LN** for an informative report which showed clear processes for the school to follow and that provision for SEND children at MPS is good and improving.

#### 4. **Governor Training:**

**CR** reported that the next Cluster training is 'Quality of Teaching and Learning' on 23<sup>rd</sup> January at St. Paul's School. **CR** will be attending and she suggested that it would be a particularly good session for Governors whose focus is usually on the financial side.

**CR** thanked **CMcN** for her feedback from the 'Pupil Premium' Cluster training in November. The session had provided food for thought.

#### 5. **Committee Reports** *including outcomes and impact on SDP priorities*

##### **Premises**

*(minutes previously uploaded to The Governor Space)*

**AD** reported that:

- The Equalities Information and Objectives policy has been updated following consultation with governors and **LN**, and is now on the website. Governors are reviewing the Accessibility Plan by circulation.
- The termly website compliance review had been completed.
- The committee discussed two Near Misses incidents. The committee is confident that due process had been followed. The Accident Log report will be discussed at the next meeting.
- The state of the parquet floor in the West Hall had been brought to the committee's attention. This is an on-going problem with the Site Manager making running repairs. It is too expensive to repair properly or replace as the whole floor will require digging up. The committee had discussed whether, as the school is in a conservation area, they may be any grants available. Governors suggested that the costs of different solutions are investigated and the committee looks at the marginal costs, including longevity of the work, of doing a proper job,
- The roof on the West Hall also requires repair. The LA is looking into this and the roof will either be patched or replaced. Governors felt that this justifies the fact that MPS continues to pay into the Insurance Indemnity Fund.
- **AD** is due to attend a School Council meeting next week. The Council has been consulting on the playground development and had come up with some great ideas.
- The committee discussed the necessity of approaching Puddleducks about WAM needing to share the outdoor space in the summer.
- A new buzzer entry system is being installed at the gate nearest to the dining hall to provide a secure and safe environment when WAM is using the premises after school hours.
- The LA carries out an annual asbestos check and questioned whether there may be some in the basement. If there is, it is the Council's responsibility to remove it safely. Meantime the basement is out of bounds.
- The Premises Committee has limited responsibilities on the SDP and SEF, which do not fit into the Link monitoring visits with teachers. **AD & MF** will meet to discuss how the committee is fulfilling the monitoring.

## **Performance & Standards**

*(minutes previously uploaded to the Governor Space).*

**HS** reported that a lot had been covered in meeting, in particular:

- Two related policies – Behaviour Policy and Governors Behaviour Principles - were reviewed.
- The committee had received in depth reports from the Pupil Premium Link Governor and the SEND Link Governor. **CB** had thoroughly quizzed **MF** and given real insight into how MPS uses and monitors the Pupil Premium. It was really useful to get such an overview. **MW's** reports on SEND at MPS, with its whole school approach, and Early Years Foundation Stage showed how much she was really involved in these areas.
- The committee had been due to discuss ASP data but this had just been released and the IDSR was not yet available, so governors asked for it to be put on the FGBM agenda (see below).

## **Finance & Personnel**

*(minutes previously uploaded to the Governor Space)*

**CMcN** reported that:

- the committee had looked at the current financial position and noted that eight months through the year (67%), 60% of the budget had been spent so far. **CMcN** highlighted a few of the lines reviewed, giving budget, actual spend and an explanation of the difference. The figures do not yet include any income from WAM.
- **MF** and a number of F&P Governors had met with WES Financial Services in an attempt to understand the figures and highlight the particular needs of MPS regarding the number of EHCPs in the school. Potential additional funding from the High Needs Panel is available and **LN** will apply. The LA understood the MPS position, recognised the challenges and praised the school's approach. The LA confirmed that the £50,000 cash flow loan has been built into the budget.
- The committee had reviewed the Data Protection policy, part of the GDPR tool kit provided by WES. The annual audit had already taken place, with the DPO impressed by **MF's** work – MPS is ahead of other local schools.

Governors asked about the staffing situation in Year 2, as this is the same cohort that had a number of different teachers in their reception year and parents were asking: interviews with three candidates take place tomorrow with hopefully the appointment of someone who can start after half term, but if not then an internal supply arrangement will be put in place until Easter. If none of the candidates are suitable then a long term supply teacher will be employed until the end of the year.

It is hoped that a music teacher may be found through informal recommendation.

## 6. **Performance Data**

*MPS Inspection Data Summary Report had been circulated prior to the meeting.*

**MF** explained that the data allows teachers, governors and Ofsted Inspectors to answer the question 'do the pupils at MPS meet the required standard at the end of KS1 and KS2'. At KS2 Reading, Writing & Maths 80% of MPS pupils meet the standard,

compared with 71% nationally, with 23% of those working at greater depth. The Year 1 Phonics graph shows a higher number of pupils working beyond the expected standard than nationally. The collected data is how the government judges a school.

The three year trends show that MPS has consistently strong results over time, with the average scaled scores for reading at 108.5 and maths at 106.5 (a score of 100 being the pass mark).

Governors queried that although attainment in maths was good, progress was not as good as it might be, compared to reading and writing. At KS1, three years running the results were good but for last year the results were much higher. The current Year 5 is the first cohort to have done the new system, so it will be interesting to see how that impacts the data.

Governors discussed the validity of the national data. The government puts the emphasis on progress whilst teachers need accuracy. MPS children are re-assessed by their new schools at the beginning of KS3 (Year 7) and all are where they should be or doing better which is a strong piece of evidence that MPS make good teachers assessments. The headline data is used to inform the following year's School Development Plan.

**MF** explained that the data is less detailed and complex than previously and schools need to dig down to explore whether there is an issue. For MPS, last year's disadvantaged group outscored the national figures but it is not clear what conclusions can be drawn as there are too few pupils to be statistically significant.

Governors asked whether the data was in the public domain, as such a small group of Pupil Premium pupils may be identifiable: not as it is presented by ASP and IDSR as these are for school use only, but it does inform comparison lists which are released to the media.

#### Ofsted ready question:

based on the data, what are the strengths & weaknesses of the school?

#### Strengths:

- Overall strength reading, writing - significantly above national average.
- Progress of Pupil Premium children
- Positive value added – progress solid
- Early Years very strong – 80%
- Consistency of standards across three years, lots of children near 110

#### Weaknesses:

- Maths – across school – doing well but should be doing better.

## 7. Link Reports

- SEND
- Pupil Premium

See Performance & Standards Committee report, above.

## 8. 2018 - 2019 SDP

**HS** reported that she and **MF** had reviewed the governor monitoring of the four priority areas of the 2017-18 SDP, looking at what **went well**:

- The majority of subject areas had termly governor monitoring meetings.
- Teachers felt a connection to a governor and in turn governors have a better understanding of the subject areas.
- Improved direction and focus for all areas of the SDP.
- Greater clarity and timely targets for completing objectives (i.e. termly focus).
- RAG rating shows a clear and easy visual marker for review.
- Greater responsibility for individuals to action the objectives and close them.

and what **could be improved** for this year:

- Impact Evaluation Questions to be answered at end of year.
- Preparation before the monitoring meetings:
  - arrange the meeting date further in advance if you can – governors & teachers know when they should take place.
  - governors to send teacher questions beforehand, along with the previous review document so they can be prepared for the meeting.
- Governor feedback review documents:
  - take a laptop or use school computer to fill in document at time of the meeting to save time!
  - all reports to be sent to teachers for comments/checking.
  - once agreed send to **MF** and **Clerk** for uploading to Governor Space.

It was noted that there were two outstanding subjects that require Link Governors: **CB** had volunteered to include EAL (English as a Second Language) with her Pupil Premium Link and **AMcK** volunteered to be Design and Technology Link.

The new 2018-19 SDP and SEF incorporate the outcomes of the evaluation process.

## 9. Headteacher's Report

*Previously uploaded to the Governor Space.*

**MF** had included the summer attainment headlines and a synopsis of the Information Data Summary Report – areas to investigate. Governors asked how this data related to previous data: the table breaks the cohort into groups and these are RAG

rated against the 2017 national figures.

Governors agreed that the report was very thorough, answered many questions with systems of pro forma in place to give a strong skeleton to the report which aids governors understanding.

10. **WAM**

**JoM** reported that Wrap-Around Milverton (WAM) was responding to the community need in a wonderful way. The Parent Survey highlighted how WAM has been well received and that the appointment of Amanda Parks as the manager had been a good judgement call. WAM is currently running at 85% capacity, giving room for further growth. At the next meeting the team will be looking at the capacity of individual sessions and rotating sessions. There are more ideas for summer activities using the outside space. It is hoped that there will be a WAM Newsletter every term.

The first financial report shows that expenditure on staffing costs had been lower than expected and income higher, with a projected first quarter profit of £12,664. There will be more financial data at the next meeting as well as discussion on how the profit will be spent. The LA are keen to keep the income stream separate from the school budget for now.

Governors discussed the long term strategy of WAM in terms of a community asset, and wondered whether volunteer workers could be involved. Governors also queried whether the current vogue for intergenerational contact could become part of the WAM ethos. **MF** reported that the reception year children are already establishing relationships with Arden House residents. There have been two visits this half term with the children and residents doing joint activities. **MF** is hoping to develop this and penpal writing with older children. Some of the residents attended the Christmas performance at school and there will be two more visits after Christmas.

11. **AOB**

There were no items of Any Other Business.

**Items for exclusion**

There were no items for exclusion.

**Date of next FGBM**

The next Full Governing Body Meeting will be held on Thursday 4<sup>th</sup> April 2019

Signed: .....

Dated: .....

## Actions

<b>FGBM2018-10-10</b>		
FGBM2018-19/04	<b>MF</b> to circulate a list of events so that governors can arrange to attend.	Open
FGBM2018-19/06	<b>MF</b> to circulate dates/themes for Governor Walks.	Open
<b>FGBM2018-12-11</b>		
FGBM2018-19/07	<b>CR</b> to review Warwickshire school holiday dates.	Open
FGBM2018-18/08	<b>CR</b> to contact individuals interested in becoming Governors.	Open