

Minutes of the meeting of the
Full Governing Body of Milverton Primary School
Held on Tuesday 8th December 2015

Present

Catherine Robbins (CR)	Co-opted Governor (Chair)
Emma Caplin (EC)	Parent Governor
Preeti Gupta (PG)	Parent Governor
Cheryl Scott (CS)	Parent Governor
Kay Lawrie-Stiven (KLS)	Parent Governor
Sophie Staniszewska (SS)	Parent Governor
Marianne Talbot (MT)	LA Governor
Susan Robson (SR)	Co-opted Governor
Clare McNicholas (CM)	Co-opted Governor
Maggie Wagstaff (MW)	Co-opted Governor
Jim Mills (JM)	Co-opted Governor
Danielle Belmega (DB)	Co-opted Staff Governor
Rachel Green (RG)	Co-opted Staff Governor
Nicola Shilton (NS)	Elected Staff Governor
Ben Wilde (BW)	Head Teacher

In attendance:

Joanna Bloomfield (**C**) Clerk

1. **Welcome and apologies.**

CR welcomed those present, particularly **PG** who was attending her last meeting as a Parent Governor. **CR** thanked her for being brilliant at asking key questions, particularly as a member of the Performance & Standards committee, for being a great supporter of the school, a committed attendee of meetings and writing a lovely piece for the school newsletter. Apologies had been received from Emily Lim (**EL**) and Simon Nall (**SN**) who had also tendered his resignation from the Governing Body as he and his family have left the area. **CR** extended the thanks of the governors for all the work he had put in over the past few years.

Just one parent, Alex Davidson, had put themselves forward to the position of Parent Governor, and has therefore been appointed. **BW** will ask her to write an introductory piece for the newsletter and **CR** will contact her in the next week. Governors discussed the fact that the Governing Body is no longer representative in many ways and the ability to co-opt will enable the governors to attempt to re-balance the membership.

2. **Administration.**

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

Notification of Any Other Business. **SS** asked whether Mindfulness in school could be discussed under AOB: **BW** reported that this had been discussed at the Premises committee meeting and had been forwarded to the Senior Leadership Team for discussion.

There were no further notifications of Any Other Business for this meeting.

Minutes of last meeting. With the change of two names for adults attending the Marle Hall week, the minutes of the last FGBM held on Tuesday 7th October 2015 were approved.

Action Log.

CR went through the action log with the following comments:

FGBM2014-15/21: a reminder that all governors had agreed to do two or three GEL modules each year.

FGBM2015-16/3: No governor had volunteered to act as Phase 1/2 Link Governor. **MW**, who is already Reception Link Governor, offered to extend her remit to Phase 1/2.

FGBM2015-16/5: An in-depth discussion on the Focus Group had taken place at the last P&S committee meeting.

All other actions were closed.

Correspondence.

CR had received the following electronic correspondence:

- Following the appearance of the advertisement for a new Headteacher, a flurry of emails from recruitment agencies.
- Teaching Unions invitation to a session about co-operative schools – Unions see primary schools as being vulnerable to Academy Trusts and are encouraging co-operative working models.
- WCC policy on Family Friendly Working Arrangements.

Actions

FGBM2015-16/09: **BW** to contact Alex Davidson re: article for school newsletter.

FGBM2015-16/10: **CR** to make contact with Alex Davidson.

FGBM2015-16/11: **C** to make changes to FGBM minutes.

3. **Assessment Without Levels:**

DB reported to the governors on the changes being made to assessment in the school as a result of the removal of national levels. The report is now uploaded to the meeting folder on the Governor Space.

Some of the information is the same as reported to parents in September although some has been changed. **DB**, and the Government, is constantly reviewing and changing the way assessments will look. Previously it had almost been a race to the top, ticking-off levels, but now it is more about the quality of the experience, children are required to broaden, deepen and apply their knowledge in each year group.

As well as changing the way learning is assessed, the expectations have been made harder, for example shifting the KS2 Grammar test to KS1. Whilst agreeing that it is good to teach grammatical terms to children, **DB** does not like the test.

In 2015-16 MPS processes are changing and each classroom will have a learning wall to replace the individual target sheets. This is a fluid process and the walls will be updated every time the learning changes. Last summer, MPS set a stretch target of 94% of all children working securely at their standard by the end of the year, with the understanding that a small number of children will not reach the target. The Government had talked of raising the floor standard from 65% to 84%, but this has not yet been implemented. MPS staff have also reviewed the figures in discussion about their own year groups. The figure will need reviewing throughout the year.

Governors questioned whether MPS was being realistic by setting such a high standard and whether the school was in line with other schools in the Cluster and nationally: targets are based on cohort data, this is an on-going process in communication with the teachers, particularly during Performance Management reviews, who are able to adjust their targets in the light of actual progress and attainment. Although the Cluster does not share information at this level, **DB** was recently at a course where she learnt that schools in Warwickshire had not set a target lower than 90% and MPS would be expected to be above national standards. It will not be clear until the end of the year whether the target is sustainable, or, even, how the Government will set the benchmarks.

Even without national assessment levels, MPS needs to show how children are making progress in order to inform reviews, parents and Ofsted. MPS is continuing to use Classroom Monitor as teachers are used to it, although other Cluster schools have chosen various different systems, all of which use different wording. Cluster schools have worked out a language for moderation which allows comparison between schools. All years start at 'beginning' and work through 'developing' to 'secure'; having reached this target they then work to 'master' their knowledge. The system can show that children are progressing but will not be able to say 'secure' until the summer. Pupil Review Meetings have been modified to cope with the changes and Phase Teams are starting to complete grids so moderation and discussion can take place. This group analysis will feed into Pupil Review Meetings next term.

Each stage has been assigned a points score and the expected progress for each child will be two points in any one year. All children will be challenged because of the change in standards, as well as the No Limits Learning approach which provides challenges and support, and although some children may access work beyond their level they will not be pushed up into the next level. Some children may be working below the expected standard.

DB has given some of this information to parents at the September welcome meetings and will put a message in the newsletter to update parents on the language being used. Governors asked whether parents would be informed of their child's point score: MPS has not normally shared the point scores with parents and this new system is an attempt to get away from numbers.

CR thanked **DB** for the presentation, emphasising that it was necessary for governors to understand the system and support the MPS staff through the changes.

4. **Headteacher's Report:**

Previously uploaded to the Governor Space.

BW: highlighted a few items from the report, much of which, particularly SIP Priority 3 – Implement effective new assessment processes through the school - had been covered in the discussion on Assessment Without Levels.

Priority 1 – Securing appropriate achievement for identified group of focus children through the school. The Focus Group had been discussed in depth at the last P&S (see minutes). **BW** is monitoring the tracking sheets to get a sense of the position and of contact with parents. The progress of this group will be discussed as part of the Pupil Progress review meetings which will be completed at the beginning of next term.

Priority 2 – Secure good attainment and progress in all year groups in Numeracy: **NS** has re-written calculations guidelines and led staff as they shared these at Parent Workshops. She is now completing a Maths Blink across the school.

Self-Evaluation. Ofsted Inspection Dashboard, which was created last year, has been updated for this year. Whilst it is lovely to read about the strengths of the school relating to progress, it must be remembered that this relates to only four children – percentages throw up anomalies in the data and attainment reads quite differently. The weaknesses mentioned were not new and MPS has already put the Focus Group in place to remedy the situation. In a recent book trawl every book was marked, in detail, which is pleasing.

NS has led her first Parent Forum meeting.

This year's Marle Hall trip was the best ever, despite the challenging weather. All the children were totally engaged, dressed appropriately, and the instructors were the brilliant. **BW** has booked same week for 2016.

Exclusions: for the last eighteen months MPS has been dealing with a single child who in November was particularly violent in and out of the classroom, which resulted in a two day exclusion. **BW** feels this is moving towards a permanent exclusion although this is not a desired outcome. He is taking advice and putting 'CAF' into practice. The parent is generally supportive but there are also challenges at home. Governors asked about the MPS policy for dealing with violent children and the effect on other children: it has always been the case that the other children have been supportive, they are used to this particular child moving in and out of the classroom. If children were showing concerns the teacher would tune in and act appropriately. The members of staff who had not already done the Team Teaching Training undertook the training during the half-term, which involves training in de-escalation and physical restraint. It is a condition of the training that all the staff are trained. If a child 'takes off' in the classroom, all other children are removed.

Governors also discussed the targets in Reading, Writing and Maths set for 2015-16 which are shown adjusted for the cohorts. The exceeding figures are for internal information only, they are not what the school will be measured on. The figures will be under review during the year, taking into account Government expectations and the teacher assessments, and for next year there will be a benchmark to work to.

5. **Committee Reports.**

Premises Committee including Grounds Redevelopment

Minutes previously uploaded to the Governor Space. As **EL** was not at the meeting to present the highlights, Governors were asked to read the minutes carefully and email any queries.

BW reported on the two meetings of the Grounds Redevelopment Working Group which had met in October to discuss how to proceed following the 'wish-list' homework and agreed to have a visual display available for Parent/Teacher evenings so parents could add their comments. In November they agreed to seek more formal engagement with pupils via the School Council and the three 3Ks presented their ideas for themed planting of the beds. Emma Bish and Sarah Simon, as well as other members of the group are exploring avenues for funding so that planting can happen in the summer and the beds can be maintained.

Governors asked whether the parents were aware that more money needed to be found and **BW** agreed to write a piece for the newsletter.

Performance & Standards Committee

Minutes previously uploaded to the Governor Space.

CS reported that **BW** had taken the committee through the performance data for 2014-15 which they then discussed in detail, particularly how a cohort can influence the data. There had also been a long discussion about preparation for SATs tests, particularly in view of the extra pressure on standards next year.

The P&S SIP responsibilities including monitoring the achievement of the Focus Group – all parents have now been contacted - and the assessment processes throughout the school. There has been a good start on assessment and the governors are continuing to support teachers through change.

P&S also have the responsibility of monitoring the Governor content of the school website. Please could governors let CS know if anything requires changing or updating.

Finance & Personnel Committee

Minutes previously uploaded to the Governor Space.

SR highlighted the material movements in the Budget from the previous report and what influences there may be on Capital and Operation spend during the coming year as well as the current staffing position, that the committee had agreed the recommendations for pay progression and how the committee was monitoring its SIP responsibilities.

The water bill is much higher than normal, indicating a leak. Severn Trent have confirmed that there is no leak between the roadway and the school so Terry Heard and a representative from the LA (as landlords) have walked around site but spotted nothing obvious. The next step is to check the cellar and then, if necessary, underground.

Headteacher Recruitment Working Group

CR reported that the Working Group had been disappointed to receive only one application for the post. They had taken on board feedback from the LA Support and those teachers who had visited the school and revised the advert and Person Specification to aid clarity. A time-line has been agreed and circulated to all

governors, which included moving the February FGBM to Wednesday 3rd. As the original LA Support was due to be away at that time, a new LA Support has been allocated.

The short-listing process will take place at 6.00pm on Monday 1st February. If any governors not in the Working Group wish to be involved, please contact **CR**.

Action

2015-16/12: BW to write article for newsletter informing parents of the progress with the grounds development and that more funding is required.

2015-16/13: Any governor wishing to be involved in the short-listing process to contact **CR**.

6. **SIP update.**

BW thanked the Chairs for sending the committees' feedback and the updated SIP with the responses is in the folder for this meeting (and in the MPS Governor Documents) on the Governor Space.

7. **Link Governor Reports**

- Training . **MT** asked governors to email her to let her know when they have done any training, including GEL modules, for a more formal training report next term. The Training protocol is on the Governor Space and as there have been no comments, it is taken as being fine going forward. **MT** will be attending the next Parents Forum, along with **CR** and **CMcN**.

CR thanked **MT**, **CS** & **CMcN** for their written reports following recent collaborative training.

- Warwickshire's Young Carers Project. **RG** reported that MPS is working towards a Bronze Level award from the Warwickshire's Young Carers Project. Three children at MPS are already signed up to the project which provides trips as well as residential and day respite. MPS is known for looking after children and is now looking towards the Silver level. Posters advertising the project are around the school and name **RG** as the point of contact.
- SEND (report previously uploaded to the Governor Space). **MW** reported that even with the extra day every three weeks, the increasing amount of paperwork required is onerous and with **BW**'s approval, some has been passed on to the administration staff. Work with parents and families continues, re-establishing routines after the long summer holiday. The new assessment system does not favour the weak; Laura Nicol is working on breaking down 'Beginning' to show any progress and translating Individual Education Plans into the new system. There are currently twenty-one pupils on the SEND register, one statemented child, one EH+CP and one awaiting EH+CP. The report on the Pupil Premium will be uploaded to the Governor Space shortly. All MPS staff are responsible for the needs of SEND children, creating a safe and happy school, whilst coping with simultaneous changes to SEND and assessments.

Action

FGBM2015-16/14: All governors to contact **MT** with training record.

8. **AOB**

1. **Young Carers** – see above.
2. **Patch Meeting** – **CR** reported that she had attended the November Patch meeting and will complete a report for next meeting. One of the main issues was the requirement for schools to promote well-being amongst pupils. Responsibility for mental health is being pushed onto schools.
3. **KLS:** reported that when she attended her induction training, she realized that MPS is in very different position to other schools in the area, in the commitment of governors and staff.

Items for exclusion

There were no items for exclusion.

Date for next FGBM

The date of the next FGBM is Wednesday 3rd February 2016 at 7.00pm

Signed:

Date:

FGBM2015-10-06		
FGBM2015-16/3	Any governor wishing to volunteer as Phase Link Governor for Phase 1/2, please contact CR .	Open
FGBM2015-12-08		
FGBM2015-16/09	BW to contact Alex Davidson re: article for school newsletter.	Open
FGBM2015-16/10	CR to make contact with Alex Davidson.	Open
FGBM2015-16/11	C to make changes to FGBM minutes.	Open
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