

Minutes of the meeting of the  
Full Governing Body of Milverton Primary School  
Held on Wednesday 12<sup>th</sup> February 2014

Present:

Sarah Wadsworth ( <b>SW</b> )	Parent Governor (Chair)
Marianne Talbot ( <b>MT</b> )	LA Governor (Vice chair)
Sophie Staniszewska ( <b>SS</b> )	Parent Governor
Emma Caplin ( <b>EC</b> )	Parent Governor
Preeti Gupta ( <b>PG</b> )	Parent Governor
Emily Lim ( <b>EL</b> )	Parent Governor
Pamela Rodgers ( <b>PR</b> )	Co-opted Governor
Maggie Wagstaff ( <b>MW</b> )	Co-opted Governor
Denise Winser ( <b>DW</b> )	Co-opted Governor
Simon Nall ( <b>SN</b> )	Co-opted Governor
Nicole Burnet ( <b>NB</b> )	Staff Governor
Rachel Green ( <b>RG</b> )	Co-opted Staff Governor
Ben Wilde ( <b>BW</b> )	Head Teacher

In attendance:

Joanna Bloomfield ( <b>C</b> )	Clerk
Jill Manley	MPS SEN Lead

1. **Welcome and apologies**

**SW** welcomed those present including Jill Manley and **SS**, congratulating her on her re-election as a Parent Governor. Apologies were received from **RvS**, **DB** and **SR**.

2. **Administration**

**Declaration of interest**

There were no declarations of interest for this meeting.

**Minutes of last meeting**

The minutes of the last FGBM held on Tuesday 10<sup>th</sup> December 2013 were approved.

**AOB**

There were no items of AOB.

## Action log

**SW** went through the action log with the following observations:

2013-14/9: **PR**: Current LA Complaints Policy template very messy, **BW** undertook to send **PR** a soft copy which she could cut, paste and delete in order to produce a MPS specific Complaints Policy. **SW**: all WCC templates should be put in as appendix to the relevant policy.

2013-14/12: **SW** still to upload Patch report.?

2013-14/14: **BW** has supplied new dates for 2014 Governor Walks. **C** to circulate to all Governors. Governor feedback from the walks to be done on generic feedback form and loaded to WeLearn365.

## Correspondence

**SW**: received letter detailing what to do when there is the potential of strike action. The new Development Training Programme had been received, and circulated, by **C**.

## New Governor Pack

**DW** and **PG** undertook to review the New Governor Pack.

## Governor Training

**MW**: MPS Governors were well represented at Cluster training events. MPS Governors exceed the minimum requirements – but as these are so minimal it wouldn't be difficult. When Ofsted inspect the school, relying on the minimum requirement would not be sufficient. The training spreadsheet will build up a record all Governors training over a two to three year cycle, hopefully showing a wide coverage and matching to Ofsted priorities. Not all training will be a clear match, but near enough and some training has bit of every section. Now the new Governor Development Programme is available, **MW** and other Cluster Training Governors will look carefully at the next round of collaborative training. **SW**: when choosing the last round of Cluster Training, there was little response from other schools in the Cluster. This time round, early communication with other training governors is essential. The main criticism of the training has been the lack of personalization to the audience. So far they have been 'off the shelf' presentations, but the Cluster is looking for extension opportunities in the form of facilitated discussion rather than basic training. Feedback forms from all schools would have been useful. The disruptive conduct of some of the Governors has also given concern and **SW** will raise this at the next Cluster Chairs Meeting.

## Actions

FGBM2013-14/24: **C** to circulate new dates for 2014 Governor Walks.

FGBM2013-14/25: **DW** and **PG** to review the New Governor Pack.

FGBM2013-14/26: **C** to forward Cluster Training Governor contact details to **MW**.

FGBM2013-14/27: **MW** to contact Cluster Training Governors to set up

early meeting and discuss facilitation.

FGBM2013-14/28: **SW** to raise concern over Governor conduct at collaborative training sessions with Cluster chairs.

### 3. **SEN and Pupil Premium Report**

**JM:** last spoke to FGBM in July 2013 and undertook to give regular updates. The presentation focussed on 'how pupils requiring additional support at MPS are identified', 'how MPS plan and review the support given' and 'how MPS meets the needs of pupils eligible for Pupil Premium funding'. Identification, support and review of support is a cyclical process which happens termly. Governors queried whether this included Gifted & Talented and were assured that this was for all interventions. SEN staff are working hard to develop support to families - **RG** has undertaken training in PPP (support for families). Staff also attend meetings with families involved with Social Services and keep in contact between meetings and have links with the local childrens centre and local food bank. SEN staff are visible, parents know who they are. Eight parents attended an Inclusion drop-in held in the Autumn term which offered general advice, including hard-to-reach parents which was a huge step forward. Subjects raised by parents included the clarification of progress and children's behaviour. Intervention can be provided on a one-to-one level or within a group. Governors asked whether parents are told about every intervention. Parents are first advised by a note home and then it is stressed through parent evenings. The most successful intervention has been the Early Birds where children can do their homework in a conducive environment. Two TAs who run the group find that some children are more confident in small groups. Governors related that the response of some parents to the initial note home is that of shock, the idea of intervention felt negative. **JM** accepted that with over 60 interventions, making the initial contact work for the school probably became a priority and that they would try to include a sentence to normalise the situation for parents of children who have been identified for intervention. Governors also wondered whether Learning Review meetings could be arranged with individual tutors? After training, TAs are more positive in their assessments, observing each other, giving support and sharing ideas. Governors also questioned what would happen if the target proved too challenging for an individual pupil and were assured that there is not a bank of interventions but each intervention responds to a particular need. At MPS Pupil Premium funding comes mostly from low income families, forces families and children adopted after a certain date. Governors asked, with the introduction of FSM for all infant

children, how Pupil Premium funding would be allocated. **BW**: still waiting for clarification on the issue. **SW**: Thanked JM for her time and effort.

The presentation is now uploaded to WeLearn365.

#### 4. **Committee Reports**

Premises Committee. Minutes previously uploaded to WeLearn365.

**EL**: So much has happened since the last meeting, including meetings with WCC (see below) that it was necessary to hold a second meeting to discuss general committee issues. **EC** and **RvS** working with **DW** to provide updated School Travel Plan for present numbers and forecast numbers if the expansion should go ahead. **EC** presented her analysis of the Accident Register. There was no particular theme but a new register is being introduced and parents are receiving texts when children receive bumps to head. The Committee plans to repeat the analysis on a regular basis. The Collaboration Council has chosen the Guide Dogs for the Blind as their charity for the year. The new part-time clerical assistant has volunteered to help with the school Allotment.

Finance and Personnel Committee. Minutes previously uploaded to WeLearn365. **BW**: MPS will receive £2.30 for each infant receiving a free school meal, which currently costs the school £2.10, providing a small surplus (which may be enough to purchase the additional table required). **DW**: Policies covering parental and staff use on social networking sites discussed at the F&P meeting have been circulated to the committee members for agreement. The LA templates did not sufficiently cover areas the committee saw as important, and they have therefore been either 'Milvertonised' or completely re-written. The committee also covered their SIP responsibilities.

Performance and Standards Committee. Minutes previously uploaded to WeLearn365. **CR**: when reviewing the data for the autumn term it can be difficult to judge any problems, the data will look quite different in the coming terms. **BW**: priority for all schools in the consortia is EYS assessment. The committee was intrigued and impressed by the pink pens to be used for 'Rethink in Pink'.

#### 5. **Link Governors**

**MT**: previously uploaded Terms of Reference for Link Governors to WeLearn365. Feedback from Link Governor visits should be reported on generic Governor feedback form. These should be used for all/any visits. A schedule for Link Governor visits has also been uploaded to WeLearn365 and the dates of the reports agreed by the Governors responsible. A written report should be uploaded to WeLearn365 prior

to the FGBM at which it is to be presented – Governors can either upload to the site themselves or forward to the Clerk for uploading. It is fine to adapt the form but certain things linked to the SIP do need to be covered. The form helps to schedule an agenda, which is then important to stick to. **SW**: asked that the Terms of Reference and feedback template for Link Governors be circulated amongst the staff to enable them to be prepared for the Link Governors visit. The Terms of Reference will be reviewed in two years. Governors were also reminded to sign-in in the new diary kept by the main entrance to the school.

#### Action

FGBM2013-14/29: **BW** to circulate Link Governors Terms of Reference and feedback template to relevant teachers.

#### 6. **Report on Head Teachers Performance Management**

**SW**: reported that the Head Teachers Performance Management review had now taken place. This should be done in the Autumn term but the external adviser appointed had resigned and a replacement was not available until this term. The external adviser had seemed overwhelmed by the challenging objectives which had been set, and attained, for 2012-13. New targets had been set for 2013-14 and, as always, it had been a pleasure to be involved with the review.

#### 7. **WCC plans for MPS Expansion**

**SW**: spoke to WCC today (12<sup>th</sup> February) and the consultation period may be extended from the original date of 23<sup>rd</sup> February to allow for more managed meetings after half-term. MPS has held consultations with school pupils, parents and the local community and feedback from these have been collated and uploaded to WeLearn365. Governors discussed the issues raised by the proposed expansion with the main conclusion that there were still so many questions that needed answers before a considered opinion could be formed, beginning with how the numbers for North Leamington area were calculated and why was Milverton chosen for the expansion. Current Governors have the responsibility to make the decision for the long term view as the current cohort of parents will not be involved at the finish. Feedback from the consultation reflects experience of the school as it is now but the school population is always changing. Parents applying for places in reception in 2014 were asked for feedback by WCC. It is understood that the Governing Body will have a strong voice if they do not think that the expansion is right for the school; if there is a positive response from the Governing Body, WCC may still decide to reject the expansion on other grounds or

feedback from other stakeholders. MPS Governors do not want to close the discussion down but want to understand the situation better before the Cabinet meeting at the end of March. Governors were disappointed that WCC was not more transparent and that news was given to the Courier before MPS – many parents think it is a done deal. Lots of parents and neighbours attended the consultation meeting, some of whom had already sent feedback to the Council. Residents in Greathead Road were attempting to create a common view – many value the school and recall the grief and sense of loss when the school became smaller some years ago.

Governors also discussed the fixed parameters such as the size of the school grounds which currently struggles to support the current numbers and will not grow and the need for three new classrooms each of which need to be a certain size to accommodate the increased numbers. MPS is a difficult building site and the money applied for was based on cost per square footage – the actual cost may be vastly greater and who would bear the difference? **SW** asked **BW** to summarise pros and cons from his point of view:

#### POSITIVES

- A bigger school brings with it a bigger budget. For the first year, having two classes in reception will not require an extra teacher therefore more money would be available for the whole school. As the school grows, the increased budget would enable larger economies of scale and a larger pool of expert staff.
- The opportunity to design school buildings including particularly around the EY and outside classroom as well as other areas for nurture and intervention groups and central staffroom.
- The ability to provide for more children to attend a popular school – more people having the Milverton experience.
- Mixed age classes have always caused problems for some parents and teachers (but also have advantages).

#### NEGATIVES

- Parking and safety. There are too many cars now. With the catchment area changing this may become even more of a problem. Overcrowding of site in general will change the use of outside space. Circulating around school already a problem with existing pinch points although the playground now bigger without the swimming pool.
- Potential loss of the Milverton Ethos which includes being a cosy community school.
- Disruption over a number of years in planning, building and implementation. Someone in school will have to lead the process which will take energy, effort, planning and leadership –

all of which takes time.

- Committing to extra teachers with unfilled places can really damage the budget. So far, MPS is in a fortunate position of having never to factor in missing children. However, only 40% of the school live inside the current catchment area but the school does attract many from outside the catchment area. The model used by the WCC shows a bulge of children in the North Leamington area.
- MPS works in partnership with a number of local schools, some of which have recently undertaken expansion programmes. If MPS also expands, this may draw children away from schools which are relying on improved numbers to balance their budgets. MPS is part of a larger picture.
- Fear of WCC building three unsuitable classrooms on the grounds with no further investment.

**SW:** MPS Governors need to consider what is right for the school, still information gathering and a lot of information is coming in quickly, ideally a joined-up meeting is needed with the information put out in the public domain. If the money is not spent on expansion at MPS now then it will be returned to the Treasury and MPS may lose its only chance to expand. Some Governors voiced their approval of the plans seeing them as an exciting opportunity from which benefits could be obtained and which would allow parents to send their children to the school of their choice, rather than where spaces are: MPS is a good school with much to offer. Others completely disagreed and if pushed for an answer now would vote against, mainly because of lack of information and commitments. Governors decided that WCC should be made aware of the Governors' disappointment around the issue of consultation but that there were enough positive reasons to go progress with it. Several Governors expressed a fear that MPS will be bulldozed if they agreed to the expansion – classrooms which do not suit the school will be placed in unsuitable situations with no extra investments – there need to be trade-offs for all the inconvenience. **SW** asked **BW** to make a list of dependencies to be available for the next meeting with the WCC. There may be the need for an extraordinary FGBM before the end of the summer.

#### Action

FGBM2013-1/30: **BW** to prepare list of dependencies for meeting with WCC.

#### 8. Any Other Business

Early Years Link report – **PG** uploaded to WeLearn365.

**SW:** wants to bring to the Governors notice that she is standing down at end of summer and would like people to put themselves forward for the role of Chair and Vice Chair. It is important to try and make succession as seamless as possible. Any Governor who is interested is welcome to ring **SW** to discuss the position. Other key positions including Chair of F&P will also require filling.

**Items for exclusion**

There were no Items for Exclusion.

9. **Date of next FGBM**

The date of the next FGBM is Thursday 27<sup>th</sup> March 2014 at 7.30pm

The meeting finished at 10.05pm

Signed: .....(Chair of Governors)

Date: .....

<b><u>FGBM2013-10-10</u></b>		
FGBM2013-14/1	<b>All</b> to return annual pecuniary interest form to <b>C</b> asap.	Open
FGBM2013-14/2	<b>C</b> to amend 130717 minutes and upload to WeLearn.	Closed
FGBM2013-14/3	<b>All</b> to update Governor Training spreadsheet before next FGBM.	Open
FGBM2013-14/4	<b>Governors</b> wishing to attend Collaborative Training to inform <b>C</b> .	Closed
FGBM2013-14/5	<b>C</b> to forward training information to new Staff Governors.	Closed
FGBM2013-14/6	<b>BW</b> to let teachers know which Link Governor to expect.	Closed
FGBM2013-14/7	<b>SW</b> to collate comments for FGBM Terms of Reference.	Closed
FGBM2013-14/8	<b>SW</b> to circulate suggestions for change to Instrument of Government, if required.	Closed
FGBM2013-14/9	<b>PR</b> to compare present MPS Complaints Policy with new model and report back.	Open

FGBM2013-14/10	<b>BW</b> to circulate Milverton page of FFT Dashboard.	Closed
FGBM2013-14/11	<b>SW, MT</b> and <b>PR</b> to look at FFT Dashboard and report back to next FGBM.	Closed
FGBM2013-14/12	<b>SW</b> to upload Patch meeting report to WeLearn when available.	Open
FGBM2013-14/13	<b>Committee Chairs</b> to email <b>BW</b> with monitoring column data.	Closed
FGBM2013-14/14	<b>ALL</b> , especially <b>new</b> , governors to let Clerk know which Governors Walk they wish to attend.	Closed
FGBM2013-14/15	<b>ALL</b> governors to make sure they understand the achievement and attainment targets, levels and points score and contact either SW or BW if they have any queries.	Closed
<b><u>FGBM2013-12-10</u></b>		
FGBM2013-14/16	<b>BW</b> to supply new dates for 2014 Governor Walks.	Closed
FGBM2013-14/17	<b>MT</b> to upload Governor Walk feedback forms to WeLearn365.	Closed
FGBM2013-14/18	<b>C</b> to upload current Terms of Reference and Roles and Responsibilities to WeLearn365.	Closed
FGBM2013-14/19	<b>SR</b> to upload Governor Forum powerpoint presentation when available.	Closed
FGBM2013-14/20	<b>SW</b> to look at timing of Link Governor reports.	Closed
FGBM2013-14/21	<b>Staff Governors</b> to circulate feedback form amongst other Link Teachers.	Open
FGBM2013-14/22	<b>MT</b> to review Governors Terms of Reference, and report back to next FGBM.	Closed
FGBM2013-14/23	<b>C</b> to forward new Instrument of Government to LA for ratification, with implementation from 1 <sup>st</sup> January 2014.	Closed
<b><u>FGBM2014-02-12</u></b>		
FGBM2013-14/24	<b>C</b> to circulate new dates for 2014 Governor Walks.	Open
FGBM2013-14/25	<b>DW</b> and <b>PG</b> to review the New Governor Pack.	Open
FGBM2013-14/26	<b>C</b> to forward Cluster Training Governor contact details to <b>MW</b> .	Open
FGBM2013-14/27	<b>MW</b> to contact Cluster Training Governors to set up early meeting and discuss facilitation.	Open
FGBM2013-14/28	<b>SW</b> to raise concern over Governor conduct at collaborative training sessions with Cluster chairs.	Open
FGBM2013-14/29	<b>BW</b> to circulate Link Governors Terms of Reference and feedback template to relevant teachers.	Open
FGBM2013-14/30	<b>BW</b> to prepare list of dependencies for meeting with WCC.	Open

