

# NEWTON POPPLEFORD PRIMARY SCHOOL

## Governing Body

### Draft Minutes

Meeting of the Full Governing Body – Part 1 Minutes					
<b>Date: 03.12.15</b>		<b>Time: 6:45pm</b>		<b>Location: School</b>	
<b>Attendees</b>	<b>Initials</b>		<b>Attendees</b>	<b>Initials</b>	
Matthew Barrett	MB	Parent	John Ridgley	JR	Co opted
Julia Bramble	JB	LEA	John Slade	JS	Co opted
Antony Cox	AC	Parent	Amanda Thomas	AT	Co opted
Jane Fletcher	JF	Co opted	Bob Tubbs	BT	Associate
Chris Hewitt	CH	Co opted	Stuart Vaughan	SV	Head
Ceri Parkinson	CP	Parent	Carmen Winterburn	CW	Staff
Maria Pinney	MP	Co opted			
<b>Apologies</b>	<b>Initials</b>				
Ben McGowan	BM	Parent (Term expired)			
<b>In Attendance</b>	<b>Initials</b>		<b>In Attendance</b>	<b>Initials</b>	
Amanda Murrell	AM	Clerk			

<b>Ref</b>	<b>Action</b>	<b>Owner</b>
2.4	1.14 <b>SV</b> is still to provide an information sheet for Governors, to prepare them for an Ofsted inspection.	SV
2.4	1.16 The NGA skills audit is still to be completed by some governors. <b>AM</b> will contact governors to remind them.	AM
2.4	It was noted that Committee A/B should to be appointed at the next FGB meeting.	JB
2.10	<b>SV</b> will circulate the reference to the Ofsted data dashboard.	SV
2.10	<b>CP</b> agreed to find out more about the digital safety leaflet sent out from Kings.	CP
2.12	<b>SV</b> is to send <b>AM</b> a copy of the Pay Policy with the school's details added, to be posted on E Schools and filed.	SV
2.18	<b>AM</b> will find out more about Governor Mark.	AM

<b>Ref</b>	<b>Agenda Item</b>	<b>Owner</b>
2.1	<b>Apologies for absence:</b> Received from <b>BM</b> and sanctioned by governors.	JB
2.2	<b>Chair's welcome:</b> <b>JB</b> welcomed governors to the meeting.	JB
2.3	<b>Declaration of business interests relating to the agenda:</b> None.	JB
2.4	<b>Minutes of last meeting on 24th September 2015 (including Part 2 from FGB meeting 16<sup>th</sup> July 2015)</b> <b>MP's</b> name had been included on the Pay Committee 1.12 should have read 'To be reviewed in January 2016'. Actions had been completed by <b>AM</b> . 1.14 <b>SV</b> is still to provide an information sheet for Governors, to prepare them for an Ofsted inspection.	JB

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	<p>1.16 The NGA skills audit is still to be completed by some governors. <b>AM</b> will contact governors to remind them.</p> <p>The minutes from the meeting on 24<sup>th</sup> September 2015 were agreed by Governors to be a true record and signed by the Chair.</p> <p><i>All Governors except <b>JB</b> and members of the Pay Committee left the room.</i></p> <p>The Part 2 minutes from the FGB meeting 16<sup>th</sup> July 2015 were read to the meeting. The minutes were agreed by governors to be a true record and signed by the Chair.</p> <p>It was noted that Committee A/B should to be appointed at the next FGB meeting.</p>	
2.5	<p><b>Matters arising from the meeting on 24th September 2015:</b> In answer to <b>MP, SV</b> confirmed that a new Assessment Policy had been written.</p>	JB
2.6	<p><b>Result of the Parent Governor Election:</b> <b>MB</b> had been elected as a parent governor. <b>MB, BT</b> and Stuart Ireland were thanked for standing in the election. Governors noted that nominations were being sought for a new parent governor following the expiry of <b>BM</b>'s term of office.</p>	JB
2.7	<p><b>Agreement of Terms of Reference recommended by the committees:</b> The Resources committee have agreed their updated Terms of Reference. Governors agreed to ratify the Terms of Reference.</p> <p>The Teaching and Learning committee are to review their Terms of Reference at their next meeting.</p> <p>Governors agreed that <b>JB</b> be nominated for re- election as Local Authority governor for a further term.</p> <p>Governors discussed the appointment of a governor to fill the current co-opted governor vacancy and their term of office. <i>*Please see below clarification of this point.</i></p>	AM
2.8	<p><b>Governors' response to reading the Grade Descriptors in the Ofsted New Common Inspection Framework:</b> Governors had read the grade descriptors and raised the following points:</p> <p><b>BT</b> and <b>AC</b> noted that some descriptors were not appropriate to primary schools. <b>SV</b> said that this was because the inspection framework applied to all education settings.</p> <p><b>JB</b> had picked out key phrases and said that an important aspect for consideration was <i>the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils.</i></p> <p>Governors noted that judgements would be made concerning pupils' <i>personal development, behaviour and welfare</i>, in addition to teaching and learning.</p> <p><b>JB</b> raised the issue of teaching children about staying safe on line. How much did</p>	JB

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	<p>they need to know? (The school is planning further online safety training.)</p> <p><b>AC</b> said that the school could make a case that it was fulfilling all the inspection criteria for <i>outstanding</i> but the descriptors lacked context.</p> <p><b>CP</b> said that the school needed to be aware of where it was meeting the criteria in order to record evidence. She thought the document was thought provoking.</p> <p><b>SV</b> said that new areas, such as radicalisation, have been added in.</p>	
2.9	<p><b>Arrangements for the Head's appraisal and visit by the School Improvement Partner:</b></p> <p><b>JB</b> reported that the Head's appraisal had taken place on 2nd December 2015. <b>JB, JR, MP</b> and Brad Murray (School Improvement Partner) had looked at data and evidence in some detail. They had also looked at the stories behind the data. <b>JB</b> emphasised that the data was also reviewed independently of the head. The appraisal had taken place in the afternoon.</p> <p><b>CP</b> asked that a meeting of the Pay Committee be scheduled.</p>	JB
2.10	<p><b>Head teacher's report:</b>  <i>Discuss report &amp; raise questions on pupil performance data.</i>  <i>Discuss LLC or partnership / collaborative activities planned for the year / collaborative activities planned for the year.</i></p> <p><b>SV</b> guided governors through the school's RAISE online data.</p> <p><b>AC</b> asked <b>SV</b> what effect 'high inward mobility' had on the school. <b>SV</b> said it meant that the school had limited time to have an impact on a child's learning. <b>JB</b> said that it also affects the class when a new pupil joins.</p> <p><b>CP</b> asked if the high number of children joining the school was because the school had actively sought new children. <b>SV</b> said that this was not necessarily the reason and that it was also connected to the housing market.</p> <p>Governors noted that the results from last year's Year 6 were not as strong as in previous years. <b>SV</b> predicted stronger data in future years. <b>JB</b> said that the data was affected by the cohort of pupils in this instance.</p> <p>In Key Stage 1, <b>SV</b> explained that two children had joined the school just before the test and this had skewed the figures (67% attaining Age Related Expectations against 73% national). <b>AC</b> sought confirmation that measures had been taken to address this. <b>SV</b> confirmed that they had. <b>JB</b> said that the pupils were now making good progress.</p> <p><b>SV</b> said that Brad Murray had identified that girls in Key Stage 1 were attaining at national ARE in maths but were above ARE in reading and English.</p> <p>Governors noted that across the school the gap in attainment is closing (lower attaining pupils are catching up with their peers). <b>CH</b> asked why this was</p>	SV

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<p>happening for all the different cohorts of children. <b>SV</b> said that Pupil Premium money was being used to support learning in different ways for pupils individually and in the different cohorts.</p> <p><b>CP</b> asked for a definition of Special Educational Needs. <b>SV</b> said that it was taken from SIMS (Schools Management Information System).</p> <p><b>CH</b> noted that the gap in attainment had closed significantly between 2014 and 2015: from -4.0 in 2014, to -1.6 in 2015. <b>CH</b> asked what the school had done to achieve this. <b>SV</b> said the school was individualising the support given to each child. <b>SV</b> added that some actions take time to have an impact and that the data reflected this. <b>JB</b> asked if the support was now embedded. <b>SV</b> said that it was, but that it was also evolving.</p> <p><b>CH</b> asked <b>SV</b> to give a context for the figures above. <b>SV</b> said Brad Murray viewed -1.6 as 'good'.</p> <p><b>JB</b> said the school had focused on groups and that this has had an impact.</p> <p>The spelling and grammar results in Key Stage 2 (SpaG) were below the national average for those pupils achieving Level 4 and Level 5. <b>SV</b> said that this was similar to all schools in learning community. <b>SV</b> said this issue was to be addressed.</p> <p><b>SV</b> said that one child had performed unexpectedly badly. <b>AC</b> asked if the school was able to follow this up in order to support the child in the future. <b>SV</b> said that the information had been passed on to the secondary school.</p> <p>Governors noted that the SpaG results for the cohort of boys in receipt of Free School Meals showed that the number achieving Level 5 was significantly below the national average. <b>BT</b> asked if it was an individual or a general trend. <b>SV</b> said it was a general trend and the local learning community are to analyse this further. <b>JB</b> confirmed that this issue was also being looked at within the school.</p> <p><b>SV</b> said that children who started the school in Reception had progressed well. Children who joined the school later had also progressed, although the school had not had so long to have an impact. <b>JB</b> said that the school had learnt a lesson from one child who had started the school and caused disruption to the class and the school would be looking at ways to minimise the impact in future.</p> <p><b>SV</b> reported that Brad Murray said most of the school's data was strong. SpaG is to be a School Improvement Plan objective.</p> <p><b>AC</b> asked how the school is evaluating the impact of children joining the school. <b>SV</b> said that the school was looking at specific groups of children joining the school and monitoring their impact and progress. <b>AC</b> asked if the school was having a positive impact on these children. <b>SV</b> confirmed that the school was having a positive impact.</p>	
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<p><b>MP</b> said that Ofsted inspectors would listen to the background story of the school's data as well as looking at the data itself. <b>CP</b> said that it was laudable that the school was able to analyse data in terms of individual children.</p> <p><b>BT</b> asked if an individual child could skew the figures positively. <b>SV</b> confirmed that this could be the case. <b>JB</b> said that the positive impact of the school was not only shown by data.</p> <p><b>BT</b> said that <b>SV</b>'s report showed how well the school knows the children. <b>SV</b> said that a strength of the school was that pupils welcomed new children into the school.</p> <p><b>JB</b> said that teachers were using School Pupil Tracker online (SPTo) to track progress. <b>AT</b> said that professional conversations take place between staff regarding children's progress through school. <b>BT</b> noted that the stability of staff was important in this respect.</p> <p><b>SV</b> will circulate the reference to the Ofsted data dashboard.</p> <p><b>SV</b> guided governors through the Head teacher's report.</p> <p><b>BT</b> asked if some children had left Year 4 (22 children.) <b>SV</b> confirmed that two had left in the Summer term.</p> <p><b>SV</b> said that some classes were almost at capacity. <b>BT</b> asked if children applying to come to the school were from Sidmouth or other areas. <b>SV</b> said that they were mostly from within the catchment area or families moving into the area.</p> <p>Regarding assessment, <b>BT</b> asked if Key Stage 1 children were being introduced to the new tests. <b>SV</b> said that they were, gradually. <b>BT</b> felt that timed tests could cause stress. <b>BT</b> asked the duration of the tests at Key Stage1. <b>SV</b> said between 30 and 35 minutes.</p> <p><b>AT</b> said that there were now baseline assessments in Reception. <b>BT</b> asked when these took place. <b>SV</b> said that they occurred before the Autumn half term. The assessments were not statutory this year, but would be statutory next year. Progress will be measured from Reception to year 6. <b>SV</b> said that the school tried to minimise the impact of test conditions.</p> <p><b>SV</b> said that SPTo was used for formative tests and in future will be made available to parents. <b>AC</b> asked if it would be used in teacher meetings. <b>SV</b> confirmed that it was already used.</p> <p><b>SV</b> said that the Senior Leadership Team will feed back on monitoring at a future meeting.</p> <p><b>MP, CP</b> and <b>AC</b> are to complete Prevent training online. <b>MB</b> has already completed it.</p>	
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	<p>The Single Central record had been checked by <b>JB</b> that evening. <b>JS</b> said that the Resources committee terms of reference included checking the Single Central record and recommended that the Safeguarding governor should check it in future. Governors agreed that <b>MP</b>, Safeguarding governor, will check it in future.</p> <p><b>AC</b> noted that the number of bullying incidents reported was higher than usual. <b>SV</b> said this could be because of the introduction of CPOMs, a better recording system. <b>SV</b> said that work had been done surrounding bullying and all children felt secure in the way staff dealt with incidents.</p> <p><b>CP</b> asked if there had been any incidents of online bullying. <b>SV</b> said there had been no on line bullying recently, but that it had happened in the past. <b>JB</b> said that the school signposted parents to training.</p> <p><b>CP</b> said that the digital safety leaflet sent out from Kings was very good. <b>JB</b> agreed. <b>CP</b> agreed to find out more about the leaflet. <b>SV</b> said that Tracy Tipton was to organise an e safety evening for parents.</p> <p><b>AC</b> asked how bullying incidents were defined. <b>SV</b> said that the school was legally obliged to report incidents of bullying, but details of other incidents were also recorded on CPOMS. Assaults on staff would be reported to the Resources committee as part of the accident report.</p>	
2.11	<p><b>Monitor &amp; evaluate progress of School</b>  <b>Improvement Plan</b> – <i>focusing on the three core functions:</i></p> <ul style="list-style-type: none"> <li>• <i>Ensuring clarity of vision, ethos and strategic direction</i></li> <li>• <i>Holding the head teacher to account for the educational performance of the school and its pupils</i></li> <li>• <i>Overseeing the financial performance of the school and making sure its money is well spent.</i></li> </ul> <p>The School Improvement Plan was shared with governors.</p> <p><b>JB</b> asked if the objectives would be achieved by the end of December. <b>SV</b> said that some were ongoing. Others, such as Reading had been achieved by last July.</p> <p>On Tuesday 19<sup>th</sup> January, at 3.30 pm a joint meeting of staff and governors will be held to set up the School Improvement Plan for the coming year. <b>SV</b> asked governors to send their input via email if they were unable to attend. The meeting will be followed by the Teaching and Learning committee meeting.</p> <p><b>CP</b> said that the Year 5 IT learning platform had been successful. Children felt more grown up and homework was easier to manage. <b>SV</b> said this initiative will be extended to other year groups and that some other classes were already using Mymaths.</p> <p>The Reading Champion will talk to governors about his work at a future meeting.</p>	
2.12	<p><b>Agree Pay Policy recommended by the Resources committee:</b>  <b>JB</b> proposed and <b>JS</b> seconded the proposal that the Pay Policy be agreed. All governors agreed to adopt the policy.</p>	JB

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	<p><b>SV</b> is to send <b>AM</b> a copy of the Pay Policy with the school's details added, to be posted on E Schools and filed.</p>	
	<p><b>NGA skills audit and training needs:</b> <i>including the skills the governing body is seeking in a new co-opted governor</i></p> <p><b>AC</b> said that governors needed to keep an open mind on the level of skills in the governing body.</p>	AM
2.14	<p><b>Governor training reports:</b> <i>including reports from JS and SV on update meetings.</i></p> <p><b>JS</b> had produced a report from the governors' update training. This was to have been circulated with the agenda, but <b>AM</b> said that she had not received it. It will be circulated to all governors.</p> <p><b>JS</b> recommended that governors produce written reports and posted them on E schools.</p> <p><b>AM</b> said that Record of Learning Impact sheets should be passed to the Clerk. These will be reviewed by governors after 6 months.</p> <p><b>SV</b> shared slides from his recent Head teachers' briefing meeting. <b>BT</b> asked if schools were now required to teach British Values. <b>SV</b> said, yes.</p>	JB
2.15	<p><b>Safeguarding statement:</b></p> <p>The Safeguarding statement was contained in the Head teacher's report discussed above.</p> <p><b>JB</b> raised two Safeguarding issues. The first had been reported to her by a parent. It concerned an incident which had happened after school, when an adult was in school unaccompanied, looking for a member of staff.</p> <p>In the second incident <b>JB</b> reported that a child had run out of the school gate after the bell had rung. <b>JB</b> approached the child and was told he had gone to find his mum in the car park because he had forgotten some equipment. <b>JB</b> said that the gates could be a danger to children since they were not secured.</p> <p><b>JB</b> asked governors if they were happy to accept the risk for the time being, until the new school was built. In the meantime, the school had taking steps to ensure that such an incident would not happen again. <b>SV</b> assured governors that a member of staff would be in the playground when the bell rings to ensure all children go into their classrooms.</p> <p><b>CP</b> said that the gates had always been unlocked. Had there been previous incidents?</p> <p><b>SV</b> confirmed, in response to <b>AC</b>, that an inner gate had been installed since September. This was locked after the start of school.</p> <p><b>AC</b> asked how a child had run off if the teacher was escorting the children to the classroom. This was not known as it was not witnessed. <b>JB</b> said it could happen again, if this was the case.</p>	JB

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	<p><b>JB</b> said that if the gate was locked, a buzzer would be needed to access gate. <b>CP</b> said that a buzzer system would help lateness. <b>BT</b> asked if the current risk was acceptable. <b>JB</b> said that governors needed to weigh up the risk versus spending money.</p> <p>Governors agreed to delegate responsibility to the Resources committee, who will look into possible solutions. <b>JR</b> volunteered to join with the Resources committee to look at the issue.</p>	
2.16	<p><b>Committee Reports:</b> The minutes from the committee meetings will be circulated to all governors.</p>	SV
2.17	<p><b>Staff survey update:</b> <b>JB</b> said that the staff survey was to be discussed at the Senior Leadership Team meeting.</p>	JB
2.18	<p><b>Should the governing body employ Babcock to undertake an audit of the governing body?</b> Governors noted that a financial audit was to take place on 10<sup>th</sup> and 11<sup>th</sup> February 2016.</p> <p><b>BT</b> asked how much involvement governors would have in the audit. <b>SV</b> said that the Chair and the Chairs of committees might be asked to attend a meeting.</p> <p>Governors agreed that an audit of the governing body should be delayed until the Summer term. <b>AM</b> will find out more about Governor Mark.</p>	JB
2.19	<p><b>Child Protection Policy:</b> Governors agreed that <b>JB</b> use Chair's action to adopt the updated Child Protection Policy. The policy will be looked at in detail by the Teaching and Learning committee in January.</p> <p><b>Items for agenda of next meeting:</b> These should be sent to <b>JB, SV</b> or <b>AM</b>. Appointment of Committee A / B</p>	JB
	<p><b>Date of next meeting: Thursday 4<sup>th</sup> February 2016</b> Governors agreed that committee meetings would be held at 5pm and Full Governing Body meetings at 5.30pm.</p>	JB

\* All terms of office for appointed governors are for a fixed period of four years. However the instrument of government can specify a shorter term of office for a specific category of governor (although it must be for at least one year). Having looked at our instrument of government, there is no provision to vary a co-opted governor's term of office. However, the term of office for an associate member can be between one and four years and can be determined by the governing body at the time of appointment. If governors wished to appoint a member for a shorter term of office than four years they could therefore appoint an associate member rather than a co-opted governor. A co-opted governor can always resign before the end of their term if they wish, but this would be the decision of the co-opted governor, not the governing body.

Amanda Murrell