

Countess Wear Community School (CWCS)
Full Governing Body Minutes (draft)
4.00pm on 23 March 2016
Held in the Meeting Room at the School

Present: Carl Haggerty (Chair) (CH), Nerys Thomas (NT), Sue Keatt (SK)
 Louise Turner (LT), Catherine Rees (CR), Fran Sampson (FS), Rosie Phillips (RP)
 Fran Whittaker (FW) Elisha Brown (EB) Sue Page (SP) Di Hatchett (DH)

In Attendance: Julie Gilbert (JG), Kelly Hayward (KH) (Business Manager),
 Denise Whittingham (Clerk)

Ref	Minute	Action
1	Welcome and arrival The Chair introduced DW as Clerk to Governors, and in turn Governors introduced themselves	
2	Apologies/ Conflict of Interest Apologies were received from Mike Lickiss (ML) CH asked Governors if they would be happy to sign a meeting attendance form with effect from now and read out updated wording. All were in agreement. Updated form to be circulated. He also said that DW had highlighted that the Governors page on the website required updating; in addition some statutory documents were not held on file. i.e. Declaration of Interests form. Governors to be contacted about missing details. DH declared her interest in project Xcode	FGB-01-15/16 FGB-02-15/16
3	Minutes of previous meeting Minutes of the meeting held on 9 December 2015 were considered, approved and signed. SP said that she had provided her apologies; these were not recorded on the minutes. DH was thanked for taking the minutes.	
4	Matters arising from previous minutes CR apologised for not sending the link to documents highlighted around 'Prevent', also for the late notice in cancellation of the Prevent training which is to be rearranged in the summer term. Date to be advised.	FGB-03-15/16
5	Committee Updates and Amendment of the Terms of Reference (TOR) Membership. Governors agreed that the content of Terms of Reference for the Resources Committee and the Teaching and Learning Committee was unchanged. Membership names required update as follows;	
5.1	Resources Committee <ul style="list-style-type: none"> ○ RP has joined 	

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<p>5.2</p>	<ul style="list-style-type: none"> ○ RP has replaced CH as Health & Safety Lead Governor ○ DW has replaced SE as Clerk to Governors <p>Teaching and Learning Committee</p> <ul style="list-style-type: none"> ○ EB and FW have joined ○ A Lead Governor to join DH as Curriculum Lead. To be discussed at the next Committee meeting <p>DH said that Governor interest in sports premium and healthy lifestyles was needed now Bernard Lane had left. SP volunteered to take on this role, and it was suggested she became the Physical Education (PE) link to FS. FS was thanked by CR for organising a leaving gift for Bernard of 2 pictures from the school.</p>	<p>FGB-04-15/16</p>
<p>5.3</p>	<p>Minutes of Committee's – CH asked for any observations or concerns to be raised. LT asked for an update on the Policy review – in reply CH said this was to be discussed under Any Other Business.</p>	
<p>6</p> <p>6.1</p> <p>6.2</p> <p>6.3</p>	<p>Governor Visits</p> <p>Teaching and Learning</p> <p>Curriculum - DH reported on progress of the literacy action plan. An excellent data report had been received from Michelle Bromhead which gave clarity on progress, and where data not showing the action taken. DH can supply further information.</p> <p>EB and DH to schedule a Maths visit.</p> <p><i>4.30pm JG joined the meeting</i></p> <p>Resources</p> <p>Health and Safety visit to be rescheduled.</p> <p>CH advised of the need to schedule visits. SK said that Safeguarding visits take place each term. Discussion had taken place previously with a different focus. Planned governor visits were a priority and needed to be linked to the key priority areas set by CR. A visit schedule to be discussed at Strategic Governance Group (SGG) meeting on 18 April.</p> <p>Governors discussed with CR opportunities, other than visits, that fed into the governor role - for example; Performance data 'closing the gap'; Investigating Officer training which LT advised she had attended. CR suggested a conversation and plans for the staffing structure, types of policy and support required are a monitoring activity rather than a visit.</p> <p>CH suggested the policy item raised be taken now rather than later.</p> <p>Policy</p> <p>RP said that she, CR, KH and DW had gone through the policy summary list provided (red text policies are statutory) to ensure policy's required by law are listed and on the website. KH to take action where needs identified. The handout showed names of individuals and Committees responsible. These required Governors at Committee to add names against policy.</p>	<p>FGB-05-15/16</p> <p>FGB-06-15/16</p> <p>FGB-07-15/16</p>

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7.2	<p>Am I right that TLRs would be retained as part of this model? However, extending the principle of extending staff development opportunities is there an option to retain them under either this or future model (subject to budget)?</p> <p>CH – it is great to read the individual stories from members of staff. I wonder whether we could spate these out into activity reports opposed to the Heads report. I don't want to lose the quality of this.</p> <p>i) When will the reviewed action plan for early years be completed and what particular issues did the visit highlight?</p> <p>ii) How are the shared lunch arrangements going and are there any issues or concerns?</p> <p>iii) Given the positive impact of the FAST project are we going to continue this or was /is the project a one off?</p> <p>iv) How and when will we address the actions of the safeguarding audit?</p> <p>v) The consortium data is very interesting but how will this data be used to improve outcomes for children in our school and across Exeter?</p> <p>Staffing structure – I'd also support the questions and views of NT about a phased approach to changes linked to a more strategic view. I'd personally like to see the TLR'S remain as they would provide a clear opportunity into Leadership.</p>	
7.3	<p>LT – A really informative report and it's great to see contributions from members of staff – echo the suggestion about an activity report.</p> <p>Thrive - A school priority is to embed the thrive approach across the whole school. We know of recent staff training but how do we understand this in practice?</p> <p>Also support the questions and views about distributed leadership moving forward.</p>	
7.4	<p>CR in response explained that an overview of THRIVE for the year is being collated into the Summer Term Heads report. THRIVE data is reported on twice yearly in May and October. LT asked for more information about THRIVE ongoing training and how data is used to inform interventions. The progress made will be reported in June, although reporting on numbers is done more regularly and advised to SK. There is a need for SK/CR to speak about the</p>	
7.5	<p>safeguarding audit and to ensure procedures and decisions made are reviewed and monitored.</p> <p>Action Plan on Early Years – CR advised that JG had with other staff carried out an internal audit which involved parents, provision and assessment; the Action plan is being updated linking into budget for training and resources.</p> <p>JG informed of an environment more nurturing in 2 year old provision e.g. soft furnishings in the Foundation Stage Unit (FSU) and those changes in logistics of different age groups in separate rooms is working well and under revision. CR is to spend a day looking at the service delivery.</p> <p>CR said that pupil conferencing is not shown in her report partly because of staff absence; there had been trials with years 3/4 team with an HLT covering.</p>	<p>FGB-09-15/16</p> <p>FGB-10-15/16</p> <p>FGB-11-15/16</p>

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	<p>The 5/6 team have been working across SATS preparing children for the new standards that were more challenging tests in Maths and Literacy. She explained that tests had been revamped with standards being pushed out of reach for many. Teachers have not been given enough time to prepare. Children must achieve the required level or they will not meet the standard. Pupil Premium students are getting support daily according to their needs. Laptops and spellcheckers had been purchased.</p> <p>DH pointed out that every school in the same situation and that Trade Unions had requested that this year's test data should not be published.</p> <p>The FAST project is going to continue. SK confirmed that there is a meeting on 25 April. Fastwork had been monitored by the University over 2 years. As it is a research project another project could not be started. FS said that the breakfast club had brought about engagement with families. CH agreed that visibly there was more family engagement in school. CR said that there was strong family support and now hard to reach families are getting involved.</p> <p>NT, DH thanked CR for the report which was comprehensive FW said it was user friendly, helpful and good feedback for her as a new Governor.</p> <p>CR said that target attendance figure of above 96% had been met, this includes late attendance. FS asked if the lates are being monitored by an Education Officer. It was thanks to KH who writes to parents, they also get telephone calls; these have given a successful impact on attendance.</p> <p>CR asked if there were any further questions. There was none.</p>	
<p>8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p>	<p>Staffing Structure</p> <p>CH explained that essentially there had been an in-depth conversation at the Resources Committee on the Assistant Head and Deputy Head posts and other models, how they fit into school and on the legal differences. An amended copy of the structure was handed out.</p> <p>The structure, which had been budgeted for, would allow distributed leadership, growing talent, and succession planning that would strengthen any Multi Academy Trust (MAT) model. There would be a phased approach and a review in 12 months of the impact to strengthen leadership. Questions were invited.</p> <p>SK asked what actually TLR's are. CR explained that Teaching Learning Responsibility is linked to specific roles. There are 3 TLR's - 1 Literacy Lead, 1 Maths Lead, 1 Early Years Lead. It's a career stage progression where the role impacts across the whole school. A payment on the Upper Pay Scale (UPS) is given for these responsibilities. CH referring to staff surveys before CR joined the school informed of no clear career path or progression this provides a more visible and articulated process with a retention of teachers.</p> <p>CH asked for the staffing structure to be formally adopted. Proposed by NT Seconded by LT. All were in favour and be approved with a phased approach</p>	

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8.5	<p>and 12 month review. DH suggested the first stage be to see the impact on standards, progress and achievement in line with Ofsted measures.</p> <p>The plan was to advertise posts internally in April and the Assistant Head posts in September. CH to save document to Committee folder</p>	FGB-12-15/16
9	<p>Multi Academy Trust (MAT) update</p> <p>9.1 CH made it clear that the Consultation had started. A letter and a link had been sent out to staff and parents, the closing date is 9 May 2016. Governors had received a copy of the letter and are to be sent the link to the survey. An open evening information session is planned for 26 April; As many Governors as possible were asked to attend. It would be an opportunity to meet Heads and Chairs of Governors from other schools; there will be drop in sessions with CR for staff and parents.</p> <p>9.2 RP has MAT expertise and knowledgeable on the process to convert she has offered to respond to questions, review responses and develop a Frequently Asked Questions (FAQ) sheet. CR to circulate questions already received from staff.</p> <p>9.3 A lengthy discussion followed on the different levels of communication and consultation taking place within the schools about converting to a MAT and timescale to do so. It was clear from FS, JG and KH that staff at CWCS were not aware of a possible conversion date of September. CR was to present the proposals on the table to staff and include more details in newsletters. SP said that parents aren't talking about it. A timeline and clarity would be helpful.</p> <p>DH asked if Cooperative Academy Trust had been contacted. CR said that they had.</p> <p><i>6.12pm DH,LT,SP,KH,SK and at 6.15pm EB left the meeting. CH apologised for the lateness on agenda items</i></p> <p>9.4 Since the white paper was published by the Government on converting to a MAT CH thought that the school in a stronger position being able to collaborate with schools of choice that have a strong record rather than in time being forced to join others by the government.</p> <p>9.5 RP gave an overview of the legal requirements and documentation needed to convert to a MAT and transfer out of Local Education Authority Control and provided 3 handouts;</p> <ul style="list-style-type: none"> o Commercial Transfer Agreement(CTA), would be signed by the school o Supplemental Funding Agreement (SFA) , this would be school specific o Master Agreement (MFA). <p>The SFA and MFA would be signed by the Secretary of State and the Trust. Articles of Association would be required to determine how the MAT would run operations.</p> <p>9.6 Should Governors have any school related legal queries they were invited to make contact with RP through the 'Just Ask' schools retainer service which is</p>	<p>FGB-13-15/16</p> <p>FGB-14-15/16</p> <p>FGB-15-15/16</p>

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	offered to clients at an annual fixed fee, giving ½ an hour of time to answer legal queries, and gave some examples of complex questions that had been asked. CH said that this would key for queries on any HR matters where a 2 nd opinion may be required.	
10	Royal Society of Arts (RSA) This item was deferred by CH who briefly advised that the Governing Body had been invited in this RSA pilot. The survey on creativity and innovation will be reviewed by SGG who will look at how to support. CR suggested 2 staff would be needed to take this on in music; however, there was no lead in art.	FGB-16-15/16
11	Governor Development /Training CH said there was a need to capture governors training, informal and formal. A proforma to capture personal development to be sent out for completion by Governors and returned to the Clerk for retention, and maintained as a live record.	FGB-17-15/16
12	Any Other Business RP handed out a leaflet entitled Primary Futures explaining that this free service fits well with enterprise week. CR suggested that someone from each team could be sounded out and come up with an option/s.	FGB-18-15/16
	The meeting closed at 6.35	

Actions

Item	Action	Responsible Person/s	Date of meeting action identified
2 FGB -01-15/16 FGB-02-15/16	Apologies/Conflict of Interest 1.Amend Meeting Attendance Form. 2.Contact Governors for missing details	DW	23 March 2016
4 FGB-03-15/16	Matters arising from previous minutes Advise Governors of the date for Prevent training in the Summer Term	CR	23 March 2016
5 FGB-04-15/16	Terms of Reference update Teaching & Learning Committee to discuss who to be the additional Lead Governor for Curriculum	DH	23 March 2016
6 FGB-05-15/16 FGB-06-15/16 FGB-07-15/16 FGB-08-15/16	Visits 1.Maths visit to be arranged 2.Health and safety visit to be rescheduled 3.Schedule of Governor visits to be agreed Policy Map Policy into development cycle	DH/EB RP SGG SGG	23 March 2016
7 FGB-09-15/16 FGB-10-15/16 FGB-11-15/16	Head Teacher Report 1.Discussion to take place on Safeguarding Audit 2.FSU Action Plan to be updated 3.Visit to FSU	CR/SK JG CR	23 March 2016
8.5 FGB-12-15/16	Staff Structure Document to be saved to folder	CR	23 March 2016
9	MAT	CR	23 March 2016

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FGB-13-15/16 FGB-14-15/16 FGB-15-15/16	1.Governors to be sent a link to the consultation survey 2.FAQ sheet to be developed and questions received to be circulated 3.More details to be provided to staff and in newsletters	RP/CR CR	
10 FGB-16-15/16	RSA To review and decide how to support	SGG	23 March 2016
11 FGB-17-15/16	Governors Training Proforma to be circulated for completion	DW	23 March 2016
12 FGB-18-15/16	AOB – Primary Futures Sound out options for volunteers under this service	CR	23 March 2016

Key:

Red Text	Action
Blue Text	Question
Green Text	Decision

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