

Full Governing Body Development Meeting Minutes

Wednesday 5th December 2012, 5.45pm

Attending: Alan Velecky (Chair), Jo O'Donoghue, Ian Rothery, Rosalyn St.Pierre, Al Pickering, Stewart Hunt, Sue Warren, Anne Baker, Annie Schulte, Matt Kent, Emma Allen, Sue Govus, James Beattie, Nicola Geering, Adam Moylett, Vivienne Burch, Lucy Gunston, Michelle Harley, Josie Anderson, Kate Hadley, Katy O'Neill, Julie Harris, Catherine Hann, Barbara Smale.

Minutes: David Rogers (Clerk)

1. Apologies for absence; Declarations of Interest; Minutes of the last meeting

Apologies were received and accepted from Mark Moody. No declarations of business or pecuniary interests were made. The minutes were agreed to be a fair record of the last meeting and signed by the Chair.

2. Opening presentation

AV provided a presentation examining *where we are* and *where we want to be* and provided a framework for the evening's discussions (see Appendix 1).

3. Small group discussion – What will be different in 1-3 years?

The meeting divided into five groups to discuss different aspects of the topic. The results are *summarised* hereinunder.

i. Pupil Engagement

In 3 years... Children are generating their own Success Criteria & targets and knowing the purpose of their learning with a curriculum designed around their interests; Feedback happens in every lesson and is central to all teaching; There is linking / involvement at home and learning is wider than just the school.

Learning is less teacher-directed; Children are active, taking responsibility, have more ownership and be more engaged.

We are encouraging exploration, not coverage. Children are going for their personal best.

Teachers and parents/children would want to come here. We are seen as a good school for all children, not just SEN children.

ii. Leadership at all Levels

In 1 year... Staff meetings are more consolidated. Pupil Voice is used for monitoring. Model lessons are being taught by middle leaders. Parents are asked to talk about things they're expert in.

In 2 years... There is more strategic thought about resources needed. There are written reports back on subject level. Children know what they have to do – there are criteria for evaluation. TAs are taking leadership of clubs and adventurous outdoor learning at lunchtime.

In 3 years... We are always providing challenge to staff and children. There is more looking at best practice elsewhere in Foundation subjects where cluster meetings don't currently happen. There are links to other schools' clusters. Encouragement of Children as teachers e.g. Sports leadership from Y6's. There is pupil ownership of the Learning Platform. There is Enterprise fund-raising.

iii. Engagement with Parents, Carers and the Community

In 1 year... Parents join in on a more day to day basis – and feel more welcome. There is combined Staff and parent training. Better feedback channels from parents are available.

In 3 years... There is Class input into Newsletters. There are more feedback opportunities for children; Parents engage with clubs/groups. There is a good balance of one-off events. More guides are available for parents – e.g. videos on the website; There are better networks for parents' views – especially more of older children; There are mixed meetings with no children. Learning Journeys are online and more interactive.

iv. The School as a Learning Community

The group were pleased that the school was already doing much of what Ofsted regarded as best practice.

Key features will be

- developing the role of middle level subject leaders;
- teachers leading staff meetings;
- peer to peer coaching - such as observing others' lessons;
- ideas coming from TAs and teachers rather than majority 'downward' input from the SLT etc.

These approaches are embedded and the school is seen as one team.

v. The School Environment

For the Child the environment links more naturally to their out of school lives; There is discovery; risk taking; getting dirty; feeling/tactile.

For the Parent there is more engagement and skill-sharing.

In 1 year... There is a more advanced outdoors programme and development of the outdoor learning areas (e.g. wellie days; animals; Forest schools). P.E. options are expanded. Learning appeals to children who feel more at ease outside. There is an 'ethos' of using the outdoors – all staff think of it as integral to programme planning. The school is identified as 'outdoors learning school of excellence'.

In 2 years... The school environment is eligible to enter award programmes. The Environment expands options for learning. Children have an increasing sense of responsibility. There is a purposeful programme of learning. The environment links to context of children's lives. It raises the school profile and gives it a specific identity.

In 3 years... There is learning through risk taking and kinaesthetic learning. The school is sharing good practice, linking with other schools and facilitating outdoors training. Parents and the local community are involved.

4. Subject Leadership

Subject leaders and their respective Link Governors met to discuss action points (see Appendix 1) on a one-to-one basis.

JO asked Groups to:

- **Set a date for their respective link meeting.**
- **Make changes to the policy relevant to their subject and give the results to JO.**

5. Meeting closed at 7.20



Appendix 1 Presentation

<p style="text-align: center;">SOUTH MALLING STAFF AND GOVERNORS FGB MEETING</p> <p style="text-align: center;">5th December 2012</p>	<p>THE LAST 12 MONTHS... A YEAR OF SUBSTANTIAL ACHIEVEMENT</p> <ul style="list-style-type: none"> • Fantastic KS2 results • Stable, motivated & committed staff group • Curriculum development • Establishing the 'South Malling way' and applying it with increasing consistency • Shared ownership of school improvement • Subject leadership • New coaching model • School environment • Core values not compromised • From 'Satisfactory' to 'Good'...
<p>THE NEXT 12 MONTHS... AN UNCERTAIN BACKDROP</p> <ul style="list-style-type: none"> • Public sector cuts, pressure on budgets and funding • Pressure on schools to academize • Redefinition of inspection framework; increasing focus on attainment in core subjects • Unforgiving timelines, tougher consequences for schools which fall short <p>... we're in good shape, but we need to sustain momentum and keep building on our success.</p>	<p>ROLE OF THE GOVERNING BODY</p> <p>"The Governing body is responsible for raising standards through its 3 key roles of</p> <ul style="list-style-type: none"> • setting strategic direction • ensuring accountability • monitoring and evaluating school performance" <p><i>Guide to the Law</i></p>
<p>STRATEGIC QUESTIONS</p> <ul style="list-style-type: none"> • Where are we going as a school - short, medium, and long term? • What are the threats and opportunities presented by the external environment? • What should our aims and objectives be? • What are the key priorities for the school? • How can we continue to improve? • Do we have a shared understanding of the path ahead? 	<p>WHERE WE'VE BEEN</p>
<p>WHERE WE ARE NOW?</p>	<p>"WHERE DO WE WANT TO BE IN 1 YEAR / 3 YEARS?" - WHAT WE SAID LAST YEAR...</p> <ul style="list-style-type: none"> • General feeling that Ofsted 'Outstanding' is too narrowly focused on attainment • Our values as a school are about high attainment and good progress, but also pupils' enjoyment of their learning and the breadth of the curriculum • Agreement that "consistently outstanding teaching" was a goal everyone could identify with



...FAST FORWARD TO DECEMBER 2012...

- We have a robust 1 year school development plan
- Clearly defined actions and milestones
- Linked to strategic priorities

BUT...

- Forward picture less clearly defined
- Where do we want to be in 1 year? 2 years? 3 years?
- What do we need to do now to get there?
- How will we know if we are making the right long term progress?

TODAY'S TASK - FROM GOOD TO GREAT

- In 1 year, 2 years, 3 years...what will be different in terms of:
 - Pupil engagement
 - Leadership at all levels
 - The school as a learning community
 - Engagement with parents, carers and the community
 - The school environment
- If we move from good to great:
 - What will look different?
 - What will feel different?
 - How will we be thinking differently?
 - How will we be seen differently?

DISCUSSION GROUPS

Topic	Groups				
Pupil engagement	Jo	Sue G	Adam	Katherine Hann	Lucy
Leadership at all levels	Alan	Stewart	Annie	Michelle	James
Parental engagement	Mark	Matt	Viv	Barbara	
Learning community	Emma	Al	Rosalyn	Katherine Harrison	Josie
Environment	Ian	Anne	Julie	Sue W	Nicola

SUBJECT LEADERSHIP

- Opportunity for governors and staff to discuss school improvement 1:1 and forge links

FOCUS FOR 1:1 DISCUSSION

- How's it going?
- What successes have you had?
- What's been challenging?
- What are the priorities?
- What are your key action points?
- What will the impact be of what you're doing on school improvement?
- How can governors support your work?
- What are you doing to manage any health and safety risks in your subject area?
- What will be different in 1 year? 3 years?

CLOSING PLENARY

- Reactions to this evening's meeting
- What have we learned?
- What are we going to do differently as a result?
- What should we prioritise in our school development plan (top 5 things)?