

Minutes of the meeting of the Full Governing Body of Shirley Community Nursery and Primary School held at school on Thursday 11 February 2016 at 6.30pm

Present: Reverend Adams, Ms Fox, Mr Grenz, Mr Henderson, Mrs Leach (Head), Ms Meynell, Mr Saunders, Mr Smith (Chair), Mrs Went, Ms Winsemann-Falghera.

Visiting: Mrs Kidney (Deputy Head), Mrs Marsters (Deputy Head). In attendance: Miss Owen (Clerk).

The Clerk advised the meeting was quorate, as more than 50% of the current membership, excluding vacancies (1), was present.

1. Standing items

1.1 Apologies for absence

Mrs Cook (illness); Mr Ferguson (work commitment); Mrs Gale (illness); Ms Parker (illness).

Mr Smith proposed, Ms Winsemann-Falghera seconded the apologies should be accepted. Approved by all.

1.2 Declaration of interests

The Chair noted that Governors, who are staff members, and also any visitors to the meeting, are to leave the meeting for item 18. Visitors to the meeting are to leave the meeting for item 17.

1.3 Register of Pecuniary Interests

The Register was presented for signing.

1.4 Re-presentation of annual declaration of eligibility

Governors were asked to hand in their forms of eligibility (an annual request).

2. Presentation on Assessment without levels and the use of Target Tracker

The meeting agreed this would be taken at a later point in the meeting.

3. Minutes of the last meeting (10 December 2015)

Ms Winsemann-Falghera proposed, Ms Fox seconded that the minutes of the meeting of 10 December 2015 be approved. Agreed by all.

3.1 Matters Arising

The Chair noted actions arising had been completed.

**Due to availability of Governors, the following agenda items were taken at this point in the meeting.*

10. Committee Reports

10.1 Standards

The minutes of the meeting on 17 November 2015 had been distributed with the papers for this meeting.

The Chair of the Committee, Ms Meynell, gave an update of the Committee meeting held on 19 January 2016.

The meeting of 19 January 2016 included two presentations: one from Blue Smile and one from Mrs Taylor about how the needs of EAL children are met.

The meeting had discussed the Inclusion Policy that has been updated by Mrs Marsters and agreed it was fit to come to the FGB for approval (item 7).

10.2 Resources

The minutes of the meeting on 25 November 2015 had been distributed with the papers for this meeting.

The Chair of the Committee, Mr Smith, gave an update of the Committee meeting held on 27 January 2016.

The meeting of 27 January 2016 had included discussion about the forthcoming budget. The school's financial advisor, Ray Byford, had come into school, after the date of this meeting, to meet the Head and go through the proposed budget. It is obvious that the construction of the forthcoming budget will be very different. Previously, the school has benefited from a considerable carry forward. The financial figures now indicate the school will achieve a break-even budget at this year-end (31 March 2016).

The Chair said the subsequent construction of a budget that balances, and enables the school to move forward, will be difficult.

Proposals as to how this may be achieved this will be discussed later in this meeting.

10.3 Development Group

No updates.

18. Proposal for managing staff reduction

6.45pm Ms Meynell and Mrs Marsters left the meeting at this point. (Other Governors, who are staff members, had already sent apologies for this meeting). Mrs Kidney had not yet arrived at the meeting.

This item was agreed by the meeting to be taken at this point and is held as a confidential note.

7.45pm

Ms Meynell and Mrs Marsters rejoined the meeting. Mrs Kidney arrived for the meeting. Mr Henderson left the meeting at this point due to illness. The GB Chair thanked Mr Henderson for attending the first part of the meeting. (The agenda now moved into sequence).

2. Presentation on Assessment without levels and the use of Target Tracker (Hannah Kidney)

Mrs Kidney gave a presentation to the meeting. Key points included:

- As part of its plan for education, the Department for Education first announced that primary schools would be moving away from using level descriptors in 2013. Since then, the DfE has been working with schools to support them as they develop their own assessment systems. School Reform Minister Nick Gibb has said ‘assessment without levels will ensure pupil assessment provides an accurate picture of a pupil’s attainment and progress, without placing a bureaucratic burden on teachers. Levels were too vague and imprecise: they were misleading as to what pupils knew and could do. The use of levels was pushing pupils on to new material – in the name of ‘pace’ - when they had not adequately understood vital content, and had serious gaps in their knowledge’.
- Mrs Kidney said the problem with this premise is actually measuring progress and measuring progress for children for the whole time they have been at this school. Knowing where a child should be **now**, compared to where they were in the old levels is problematic, as only two official measures have been given: end of KS1 and end of KS2.
- Target Tracker: Mrs Kidney said end of year expectations from the curriculum are broken down into statements. For some subjects, Target Tracker has broken them down further. Children are assessed against year group statements e.g. Band 5 statements relate to Year 5. Teachers highlight the statements as either **not begun, working towards, or achieved**. Mrs Kidney described the number of statements under the old system and new system. There a considerably more under the new system e.g. Writing (Year 3) formerly had 23 statements: under the new system there are 35 statements.
- Teachers use Target Tracker to quickly identify areas of learning that they need to focus on for the whole class; they can also identify individual targets. Teachers are completing ongoing assessments constantly, through observations in lessons, marking, conversations with pupils and homework.
- **Measuring attainment – expected standard.** Mrs Kidney explained the new expected standards for KS1 and KS2. If a child reaches the expected standard in Year 2, of a level 2, they will still be expected to make the expected standard by the time they reach Year 6. This jump is bigger than the previous one of L2-L4 as expectations are higher.
- **Measuring progress – how does the school do this?** Each child is expected to make 6 steps of progress in a year. More than expected progress is 7+ steps. As the school makes a transition into the new curriculum expectations, there are many gaps to fill. There is the expectation that children will be assessed as **working at** e.g. Year 4 expectations, until they have **secured** all of the Year 3 expectations. Year 1 and Year 3 children will start on the new system: the current Years 2, 4, 5 and 6, will need to have progress measured in the old and new systems.
- Mrs Kidney explained how the school could join progress from the old system to the new: on the old system, KS1 children were expected to make 5 *points* progress in a year: under the new system, it is 6 *steps* in a year. Therefore, in July 2016, the overall progress of a Year 2 child is expected to be 11 points. In KS2, children were expected to make an average of 3 *points* progress a year: under the new system, a child is expected to make 6 *steps* in a year.
- Mrs Kidney said moderating the school’s assessments are being done in teams and across phases in school, and moderation is being undertaken with other schools, with a long-term partnership being formed with St Philips.

The meeting discussed points raised by the presentation. A Governor noted that parents would need a clear assessment of the progress their child was making and noted this was usually best conveyed through the use of numbers. Mrs Kidney said measuring of progress is particularly important for the next Ofsted inspection, as the school will only have one set of data under the new system to discuss with Inspectors; the SLT are working on various ways of presenting progress for Ofsted. In answer to a Governor’s question, Mrs Kidney said all schools are facing a learning curve in finding out what the new levels will be. All children were assessed on the old system at the end of summer 2015; they are now being assessed on the new system for Reading, Writing and Maths. Mrs Kidney said learning is improving as a result of assessment without levels. The assessment system Early Years use, which is a system of continuous assessment, has not changed yet. The Chair asked if the school is confident it is using the best methods to accurately measure progress and how the system worked. Mrs Kidney said considerable investment had been made by the school in Target Tracker. The SLT saw this system could present data that is clearly understandable. Target Tracker measures progress made in statements by children in ‘bands’ e.g. a Year 3 child is in band 3. As there are more statements under assessing without levels, Target Tracker splits statements down further. Some of these can be determined through the marking teachers do of children’s work. If the progress a child has made in Year 2 is ‘secure’ and they have mastered all of Year 2 subjects, then that child can move into the Year 3 band. Target Tracker ‘looks’ at gaps; teachers can then target these gaps. Gaps can be explored by teachers in conversations with children. Government testing remains for Year 2 and Year 6. Progress in Years 1, 3, 4 and 5 is assessed as ‘**below**’, ‘**working within**’, or ‘**secure**’. Levels are now worded, not numbered. In answer to a Governor’s question, Mrs Kidney said children are expected to achieve all the statements in their particular year e.g. a child entering Year 3 must be secure in all subjects in Year 2. A Governor asked if the school would expect more than the expected 6 steps progress a year. Mrs Kidney said the school would

want more than 6 steps and would want to see 7 steps progress achieved in a year. In answer to a Governor's question about the practicality of achieving expected progress, Mrs Kidney said all children are expected to make the required progress as they move through each year. If, for example, a child did not know their times tables at the end of Year 4, technically they could not move into Year 5. In reality, a child would move up because of their age but their new teacher would be expected to fill any gaps in knowledge. Mrs Kidney agreed with a Governor's comment that the expectations are much higher than the former expected standard of Level 2 being achieved as a child left KS1.

The Chair asked for a future presentation of how this school's expected standards compared to other schools. This will enable Governors to ensure expected progress is being made.

In discussing the challenge of joining together progress, under the old and new systems, Mrs Kidney said in July 2016 a child would be expected to make 11 points progress in total at the end of KS1 e.g. 4 points *progress* in Year 1 and 7 *steps* in Year 2.

A Governor asked how the new system would affect the recording of SATs results. Mrs Kidney said the end of KS1 testing is now numerical except for Writing which is marked by teachers. KS2 Writing tests are marked by Year 6 teachers.

Year 2 Reading and Maths papers are marked by teachers and given numbers. Year 6 Reading, Maths and SPaG tests are marked externally given numbers. The Chair said this system still maintains a standardised score of 100.

In answer to a Governor's question about how teachers are preparing to ensure the required standards are reached, Mrs Kidney said in Year 6, teachers are doing Level 4 work with the children now.

There is uncertainty of what the new assessment outcomes will mean for the results of Year 2 and Year 6 children. Results will state that a child is working 'below', 'at', or 'above' the required level. In preparation, each year is being given an equation to obtain an overall mark; this can worked out, as the difficulty of the questions are demonstrated by allocated marks i.e. the harder a question, the more marks are allocated. 65% of children must get to the expected standard.

A Governor asked if the merging of the old and new system of assessments had demonstrated a drop in, or a higher level, of expected progress, as expectations are so much higher. Mrs Kidney said, as an example, Year 4 were at the expected level under the old system but then did show a dip, as not all expectations of the level are currently being met. These gaps will be addressed by the teachers, so by the time a child is ready to move into Year 5, the statements in the Year 4 have been met and their knowledge is secure.

In answer to a Governor, the Head said schools do not know what the pass mark is under the new assessments and schools will not be given this standard until after the papers have been marked. A Governor said it is very important that the well-being of the children must be a major consideration for the school. Mrs Kidney said teachers are very mindful of this aspect and children's resilience is being built up through undertaking timed tests, so when testing starts, is not an unfamiliar process.

Mrs Kidney confirmed the new curriculum matches the new assessments and therefore, through interim statements, the school can perceive there are very high expectations. Mrs Kidney said last year, 49% of Year 6 achieved Level 4a+ in Maths. It is anticipated that under the new assessment arrangements this pass rate will be expected to be considerably higher. The Head said the school would do everything possible to ensure required standards are met and, where possible, exceeded.

The Chair thanked Mrs Kidney for her presentation and asked the Head to inform him if there were any ways in which the Governing Body could support the school enable the children to achieve their potential under these new arrangements.

4. Headteacher's Report

The Head said her Report contained updates to reports she had given to the Committees in January. The number on roll at January census was 434 (October 2015 census the roll was 419). Classes from Yr R – Yr 4 are currently full and 29 children are attending the Nursery. The Head noted staff changes due to forthcoming maternity leaves and the cover arrangements that will be put in place. Ms Meynell has taken over a 1:1 TA role for a child in Year 6, as the TA who was previously covering this role left at the end of January. Assemblies this term will promote British Values, with themed weeks and a number of visitors.

Following the Prevent training the Head and Mrs Marsters undertook in November 2015, training for all staff has been rolled out. The first session was on the training day on 5 January, with two catch up sessions held this month. All staff who attend this training are given a copy of the summary of the DfE Keeping Children Safe in Education (July 2015) and are asked to sign to say they have read it, understand the content and have a copy of the summary document for themselves.

The Head reported outcomes from meetings with Hannah Fox, (Safeguarding and Child Protection Governor).

On 14 January Ms Fox visited school to monitor the following: the SCR (school central record) – January 2016; the Shirley School Prevent Action Plan; Safer Recruitment Audit Tool and action plan; Governors' responses to a safeguarding questionnaire distributed at the GB meeting on 10 December 2015.

A Keeping Myself Safe Week is taking place this week (beginning 8 February). During this week, staff are covering the following: Safety on line work – E Safety Day 9 February; Re-visit the antibullying message and 'Say No to bullying' work; a pupil questionnaire will also be completed by the children to gain their views about safety in school. The Head noted Governors are most welcome to attend the sharing assembly on Friday 12 February, where outcomes from the week will be discussed.

Diversity Week is 7-11 March. Learning activities planned for this week will include opportunities to promote the British Values of tolerance and respect. In addition, lessons are being planned which will help children have a better understanding of people with learning disabilities and mental health problems.

The NSPCC has visited school this term. Trained volunteers who work for this national charity delivered an age appropriate Keeping Myself Safe assembly that covered the four different areas of child abuse, and what to do if a child has experiences that make them feel sad, unhappy or uncomfortable. Following the assembly, the volunteers returned on 27 January to lead an hour-long workshop with Year 5 and Year 6 classes, when the issues covered in the assembly were discussed in more detail. The Head had met with the NSPCC volunteers to discuss the materials they would use prior to their visit: staff were fully briefed about the content of this programme. Parents were informed about this visit by letter that also highlighted details of the content in this education programme.

The meeting discussed the attendance report, within the Headteacher's report. Mrs Marsters confirmed attendance figures for Autumn term B, present a more promising start to this year's attendance figures, in comparison to last year's Autumn B figures. Since the start of the year, across the school, 78 children have maintained 100% attendance.

The meeting discussed the new curriculum and assessment without levels in regard to the projections for summer 2016. The Head said the expected standard in the new curriculum is higher than the old expected standard. The Head said that currently the school's data indicates that a significant number of children still have to move forward considerably to meet new expected standards. However, teaching remains positively focussed on children reaching high attainment and achieving the best possible progress. The Head said Governors Monitoring Groups would be able to scrutinise expected progress, as highlighted in RAPS and ascertain if attainment and progress was being made.

The end of year targets, in relation to the Autumn 2015 projections were discussed.

End of Year Projections

Year 2 – cohort = 61

	Autumn 2015				Targets – summer 2016		
Reading	2B	2W	2S		2W	2S	3B
	25	22	20		88	70	25
Writing	1S	2B	2W				
	30	17	17		70	49	12
Maths	1W	1S	2B				
	93	55	13		92	62	10

Year 6 cohort = 54

	Autumn 2015					Targets - summer 2016			
Reading	4s	5b	5w	5s		5s	6b	6w	6s
	31	21	19	12		71	65	65	65
Writing	4b	4w	4s	5b					
	35	25	12	12		81	52	52	52
Maths	4W	4S	5B	5W					
	48	35	35	21		85	70	70	70

Governors discussed the end of year projections and agreed they are challenging. In answer to Governors' questions, the Head said the projections for 2S (2 Secure) for KS1 were open to change, as the school becomes familiar with the new curriculum and new assessments. Similarly, 6S (6 Secure) for KS2 was subject to change for the same reasons. Shirley has joined in moderation with other schools, to ensure schools are demonstrating parallel assessments are being made. Expectations are greater. Accurate moderation is crucial to the school's conclusion of the progress pupils are making. Last year, outcomes matched expectations. This year, outcomes, and to a considerable degree, expectations, are an unknown quantity. The Head will keep Governors updated through reports to the Standards Committee and to the FGB.

5. Safeguarding

The Safeguarding and Child Protection Governor (Ms Fox) reported that the Head had outlined the outcomes of her visits to the school on 14 January within the Headteacher's Report for this meeting.

The Prevent Action Plan is comprehensive and will be monitored to ensure outcomes are achieved. The Safer Recruitment Audit Tool and action plan demonstrate substantial assurance. Ms Fox noted that from the questionnaire returns she had received from Governors, (following completion at the FGB on 10 December 2015), there are no substantial gaps in knowledge that need training to address.

6. Approval of the school's Professional Days 2016 2017

The Chair noted this item is an annual duty of the GB. The Head said the CB4 cluster group had consulted about preferred days, in an effort to keep in line with other schools. Two professional days were preferred for January 2017. (This is the term Ofsted are expected to carry out their next Inspection) and the SLT had requested 2 days at this point in the academic year, as it was felt important to frontload the term with two professional days. This does mean that children will return to school on a Friday.

The Head said the following dates are proposed for the school's Professional days 2016 – 2017:

- Thursday 1 September 2016
- Friday 2 September 2016
- Wednesday 4 January 2017
- Thursday 5 January 2017
- Tuesday 18 April 2017

The meeting agreed the proposed dates fit appropriately into the school year.

Reverend Adams proposed, Mrs Went seconded that the Professional Days 2016-2017 should be approved. Agreed by all.

The Clerk will submit the dates to the LA.

7. Policies to be adopted by the FGB, not delegated to a Committee, (or taken through the FGB with regard to Committee meeting dates)

The GB Chair said he had read the proposed policies and was satisfied they were fit for purpose. He invited Governors to ask any questions they may have about the policies that were being presented.

- **EPM Model Policy on Handling Redundancy (January 2015)**

Proposed for adoption by Mr Smith, seconded by Mr Grenz. Agreed by all.

- **EPM Model Code of Conduct (January 2016)**

The Head noted that a Home Visits Policy and a 1:1 Lone Working Policy would come to Governors in summer term A. Updated policies are on the staff share and placed in induction packs that contain a sign off sheet to say these policies have been received.

Proposed for adoption by Mr Smith, seconded by Reverend Adams. Agreed by all.

- **EPM Model Statement of Procedures for Dealing with Allegations of Abuse Against Teachers and Other Staff and Volunteers (July 2015)**

The Chair noted it is imperative that any allegations are immediately reported to the approved people, so that the duty of the employer and employee is dealt with quickly. The Head noted the LADO's telephone number is included in the Policy.

Proposed for adoption by Mr Smith, seconded by Ms Winsemann-Falghera. Agreed by all.

- **EPM Recruitment Selection Policy and Procedure (July 2015)**

Following discussion, the meeting agreed that point 2.1 and 2.2 should be 'appointments below the level of SLT'. The Chair noted this is appropriate as appointments below the level of SLT would be operational, rather than strategic. However, the Chair said the Head should approach Governors if she wished them to be involved in particular appointments.

Proposed for adoption by Mr Smith, seconded by Ms Fox. Agreed by all.

- **EPM Model Policy on Personal Information (September 2015)**

The Chair said that with a new Business Manager in post, he expects the school to work to the guidelines within the Policy.

Proposed for adoption by Mr Smith, seconded by Mr Grenz. Agreed by all.

- **Inclusion Policy**

This Policy was reviewed at the Standards Committee on 19 January 2016 and deemed fit to be put before the GB for adoption.

A couple of typos were noted and will be adjusted for continuity e.g. parents will be adjusted to parents/carers.

Proposed for adoption by Ms Meynell, seconded by Ms Winsemann-Falghera. Agreed by all.

8. Reports from Lead Governors of the Monitoring Groups

Writing: No meetings have been held yet with the subject leader.

SEND: No updates were given.

Curriculum: This group is meeting on 25 February.

Maths: This group is meeting in March.

***Mrs Marsters left the meeting at 8.45pm*

Minutes of the meeting of the Full Governing Body

Thursday 11 February 2016

9. Report from the Data Governor

No updates. (The Data Governor had left the meeting at an earlier point).

10. Committee Reports

This agenda item was taken at an earlier point in the meeting

11. British Values

A Governor noted the quality of the display in the Hall and the very good content of Diversity Week.

12. Parent Group

The next meeting will be on 8 March 2016: 'classroom organisation' will be a topic for discussion.

13. Training and Development

Ms Meynell and Reverend Adams are to attend a SEND briefing.

Mr Smith and Ms Meynell are booked for the termly briefing.

The Clerk noted she had heard from Ms Parker that she has booked onto a new Governor Induction course.

The Clerk noted that from April all new Governors must have a DBS check. Existing Governors, who do not have a DBS check, must have a DBS check by September this year.

The Clerk noted that Governors need to undertake Prevent training.

14. Membership of the GB

Ms Fox will leave the GB at the end of this academic year due to family and work commitments. The Chair expressed the thanks of Governors to Ms Fox for her significant contribution to the GB.

Currently, one vacancy remains for a co-opted Governor. Reverend Adams offered to include this information in the Chesterton Chimes and suggested Governors should write an item suitable for inclusion.

15. Correspondence

None received.

16. Any other business

The next Governors newsletter will be ready for distribution at the end of the month. The Chair thanked Ms Meynell for this contribution.

Ms Meynell and Reverend Adams will continue to refine the monitoring form. The Chair said the monitoring form needs to reflect evidence of monitoring and asked if the revised form could come to the next meeting.

17. Report of a Governors Panel meeting

Visitors to the meeting, who had not already left, left the meeting.

This is held as a confidential note

18. Proposal for managing a staff reduction

This item was taken earlier in the meeting and is held as a confidential note.

19. Date of the next meeting

Thursday 17 March 2016 at 6.30pm

The meeting ended at 9.15pm.

