

Minutes of the meeting of the Full Governing Body of Shirley Community Nursery and Primary School held at school on Thursday 17 March 2016 at 6.30pm

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

Visiting: Mrs Marsters (Deputy Head, non-voting). 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

Reverend Adams (work commitment), Mr Ferguson (work commitment); Mrs Gale (illness); Mr Saunders (work commitment). Mrs Kidney (visitor: personal commitment).

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

1.2 Declaration of interests

The Chair noted Governors, who are staff members, and any visitors to the meeting, are to leave the meeting for item 19.

1.3 Register of Pecuniary Interests

The Register was presented for signing.

2. Minutes of the last meeting (11 February 2016*)

Mr Grenz proposed, Ms Fox seconded, that the minutes of the meeting of 11 February 2016 be approved. Agreed by all present.

one typo: matched/marched page 4.

***These minutes contain confidential notes of agenda items for which the proposer and seconder were present (approval of the confidential notes excluded approval from Governors who are staff members, as they were not present for confidential items in the meeting on 11 February 2016 and did not receive a copy of the confidential notes).**

The Chair said approval of the minutes of the Extraordinary GB meeting of 9 March 2016 would be taken at agenda item 19.

2.1 Matters Arising

The Chair noted actions arising had been completed.

3. Headteacher's Update

The Head said a recruitment process for a class teacher is underway, as a KS2 teacher has indicated she will leave in July. The recruitment for a fulltime Deputy Head is underway. The Head said the DH application pack gave a good overview of the school and area. Six potential applicants have visited. Interviews will be held on 13 and 14 April. The interview panel will be the Head, Mrs Kidney and Chair of Governors. The Head said another Governor to join the panel would be welcomed.

An internal advert has been placed for two Phase Leaders: one for Years 1, 2 and 3; the other for Years 4, 5 and 6. Interviews will be held on 19 April. After discussion, it was agreed that Ms Winsemann-Falghera would join this interview panel.

Diversity Week (7-11 March) was well attended by many visitors who gave very interesting assemblies. The school revisited previous teaching and learning in Equalities; Stonewall's different families, same love; expect respect; British Values – in particular, tolerance. Adults with learning disabilities from the Edmund Trust also visited the school. World Book Day was also a great success with staff and children taking part in the Alice in Wonderland themed day on 3 March.

The Head discussed the outcomes from the latest monitoring round of teaching. This term, all teaching staff have been observed teaching English, phonics or maths. The Head discussed the summary of quality of teaching this term, and the trend since 2014. The Head said when monitoring visits are carried out many factors are taken into account, including lesson observations, learning environment, marking, displays etc. In Spring 2016, 19 lessons were observed. Of these, 84% were judged to be good or better. This shows an upward trend from Spring 2015, when of 22 lessons observed, 77% had been judged as good or better. The Head noted that the Chair had asked last year, when all teaching could be judged as 100% good or better. The Head said she had stated summer 2016. However, since then, the staffing profile had changed; an NQT had joined the staff, staff had left and, with temporary staff covering maternity leaves etc, the goal of 100% could not be obtained without a settled staff. In answer to a Governor's question, the Head said if a lesson was judged to require improvement, then a bespoke programme of support was put in place by the SLT. The Head said the trend of needing improvement will be addressed through continued monitoring. Next term, the SLT will monitor particular staff to ensure they are benefitting from support that has been put in place for them. A Governor asked if, with continual staff changes, it would be difficult for the Head to predict when 100% teaching at good or better could be obtained. The Head said the trends would continue to change e.g. as an NQT gained in knowledge and fulfilled their potential. A Governor noted that from 65% of lessons observed in Autumn 2014 being judged as good or better, to 84% in Spring 2016, this clearly showed that monitoring is effective. The Head said the aim of monitoring is to ensure an elimination of lessons

that require improvement. The meeting discussed the impact of the new curriculum in classroom teaching. The Head said the new curriculum is built into planning. Judgements by the SLT of lesson observations include scrutinising how the curriculum is differentiated for all learners, to ensure understanding of the lesson's content takes place. The Head said it is pleasing to see how teachers, who are new to teaching, have developed into good or outstanding teachers. The new curriculum can be challenging and the SLT are aware of where support is needed. The Head said that monitoring in September 2016 would probably show a drop in lessons judged as good or outstanding, as new teachers and NQTs are likely to join the school. A Governor asked what external monitoring was carried out to ensure the judgements made by the SLT were accurate. The Head said the most obvious was Ofsted. During an inspection, Ofsted monitor a lesson with a member of the SLT. Judgements by the SLT and Ofsted should concur, otherwise weaknesses in leadership may be perceived, if positive feedback was given by the SLT that was not substantiated by Ofsted. The Head said Governors too have seen attainment and progress improve during monitoring visits.

The Head said the levels of reported racist and homophobic incidents were lower this term. This is pleasing as it shows the work the school undertakes in removing prejudice is effective. Staff are trained and aware of the need to report incidents. The new curriculum is overt about the use of homophobic language being unacceptable. Children are challenged if they use offensive language. Work on Diversity has built on this and discussions with Year 4, 5 and 6 show an awareness of the offensiveness of homophobic language. Governors discussed the reported numbers of incidents. In reply to a Governor, the Head said better reporting, better training, and a better understanding by children, has resulted in less incidents of racist and homophobic language being recorded.

The Head discussed the circumstances surrounding the anonymised exclusion data presented to the meeting in her report. A Governor asked what support the school had. The Head said the SLT had a heavy workload in supporting pupils who had been excluded for a fixed term. The Specialist Teaching Service is renting premises on the school site and they have been very supportive in helping reintegrating particular pupils back into their mainstream classes. The Chair discussed the wider implications for the families of pupils who have been given fixed term exclusions. The Head said families are very supportive and, if their child is given a fixed term exclusion, it is not a surprise for families as they have been involved with meetings with the SLT, prior to exclusion. In answer to a Governor's question, the Head said that, following exclusion a family would engage with, and be supportive of the school. The message of exclusion is that a child has seriously misbehaved and this behaviour will not be tolerated. Sometimes, a part-time reintegration is put in place, if this will help a child settle back into school more easily than coming straight back to a full-time timetable. Outside agencies are often involved.

Attendance had been discussed in detail at the Standards Committee; this term's attendance figures show an encouraging picture in most monitored groups in comparison to last year's figures. Mrs Marsters said a pre-announced late gate exercise had been carried out on 8 March, as part of the school's drive to reduce late arrival at school.

The Chair thanked the Head for her report.

4. Safeguarding

Ms Fox reported that she and Ms Parker had met this week for a handover meeting, prior to Ms Fox's departure from the GB at the end of this academic year. A date will be set for the next monitoring meeting for Ms Fox, Ms Parker and the Head. The self-audit that Governors had completed on 10 December 2015, had highlighted no issues that required immediate attention. However, Ms Fox asked Governors to keep the safeguarding agenda high on the list of priorities and asked the meeting to think about any areas they would find helpful to be covered in depth at a GB meeting.

The meeting discussed Prevent training for Governors, and other Safeguarding areas, and agreed the following:

- The GB May meeting will include Prevent training for Governors
- The GB May meeting's agenda will include appointing another named Governor to work with Ms Parker as the GB's named Governors for Safeguarding and Child Protection
- The GB July agenda will include an item about 'what happens if someone has a concern at school'.

The Head gave an update on actions within the Prevent Action Plan. All staff have now received training about Prevent. It is now part of the training in the induction programme for new staff.

The Safeguarding notice board has been completed. It is by the main office and has photos of named staff and Governors, so all staff, Governors and volunteers can see whom they should go to, if they have any concerns about child protection, safeguarding or Prevent related issues.

Laminated signs are in place throughout the school, stating who is responsible for child protection, safeguarding and Prevent. Staff are aware of the forms they should complete if they have a concern re: child protection/safeguarding concerns. There have been no reported incidents of concerns surrounding Prevent. The Head said the Action Plan is on course for completion within the agreed time scale.

5. Update of SDIP

The Head said relevant updates to the SDIP are given to the Standards and Resources Committees. A presentation on assessment was given to the GB at its last meeting. Attendance updates are reported regularly at Standards. Governor monitoring groups meet with lead staff, so Governors should be aware of the progress being made against priorities within the current SDIP. The Chair asked whether the diminished budget would impact on the school's SDIP priorities. The Head said she hoped the school would achieve all its objectives within the SDIP this year. Subject leaders review their Action Plans at the end of the year. Appraisals show the SLT that progress in action plans is being achieved. The Chair asked the Head to inform Governors if there is a serious impact on the SDIP from budget constraints.

Attainment and progress targets are a 'grey area' with the new assessments this year. The SLT hope to realise the set objectives.

The Head said that with the new staffing structure in place from September, Governors would be able to monitor, through data, the impact of the removal of the 1:1 tutor from the structure. The Head said she was pleased to have secured £4,000 from the LA for an Easter school and Sound Training for Pupil Premium pupils in Years 5 and 6. Sound Training decodes vocabulary and is, in essence, advanced phonics. Eighty pupils will take part in the initiative. Groups of four children will have 8 x 45 minute sessions. The Head said that at a recent Conference she attended, it had been highlighted that gaps in learning are evident in Pupil Premium pupils in Years 5, 6 and lower secondary age. Evidence points to the need to increase reading ability and comprehension. A Governor asked how children are selected to take part. Children are given a test and, those with certain scores are deemed suitable to benefit from sound training, as they are chosen on attainment.

The Chair said it is most important that Governors keep a key focus on the SDIP. Governors agreed with the Chair and asked that the SLT should link areas covered and report back to the GB.

The Head will include a link to particular SDIP priorities, to which paragraphs in her Reports to the Standards and Resources Committees make reference. This link will be achieved by adding a simple number reference.

The Chair asked that the GB agendas include a regular update to the SDIP.

The meeting agreed with a Governor's suggestion that agendas should have the SDIP summary attached, to enable Governors to focus on key priorities.

6. Preparing for Ofsted

The Chair asked Governors to think about how the GB can demonstrate its effectiveness and impact in the school. He asked if a Governor would be willing to put up 'Headlines' on the school's website about the achievements/input of the GB. It is very important to demonstrate how Governors are involved in the life of the school, whether through the work of Committees, or by visits etc. and it is essential this is translated into evidence on the website.

The meeting discussed this suggestion and agreed with a Governor that, following approval of the minutes, items should be agreed by the meeting that are suitable to be put as 'headlines' on the website. In this way, connections can be coupled with specific examples. The Head suggested that e.g. if the SEND Governor wrote a piece on 'this is my role, this is what I monitor, these are the questions I ask' for the website, parents can then see what Governors are doing in their monitoring role to support and challenge the school.

The Head said Governors need to be seen to be effective in their role. It is essential Governors are proactive in their monitoring role and have an evident presence in school between monitoring meetings. Governors' scrutiny of RAPs is essential to demonstrate that progress and attainment is being evidenced by monitoring groups.

The Head suggested a proforma document could be completed to demonstrate Governors' proactivity in their monitoring role. This could be completed between GB meetings and circulated with the papers for a GB meeting. The Chair said a summary monitoring document i.e. an impact statement, was an excellent idea and it could be used for inclusion on the website. However, the Chair noted that a summary document would not be a substitute for the detailed written reports by lead Governors.

The Head agreed to compile a suggested 'monitoring form' format to link with monitoring visits/roles.

7. Policies adopted by the GB

No policies were presented.

8. Reports from Lead Governors

Writing: The Lead Governor noted the focus on spelling and SPaG. A member of the monitoring group is visiting the subject leader tomorrow and they will visit a Year 6 class. Questions have been sent in advance to the subject leader and Lead Governor, in preparation for this visit.

SEND: The group had met with Mrs Marsters recently. They had looked at RAP targets, the progress made and how the progress of SEND children is measured by Target Tracker. Monitoring Governors had asked how does the school monitor progress for SEND children. Mrs Masters had answered this and other questions posed by the group, including how differentiation is put in place. The group had looked at Target Tracker and how it works. The group are looking at implementing developments following the

APTGO audit. The next planned visit will focus on how the 'voice' of SEND children is heard. This will be written up by Reverend Adams.

Curriculum: the Lead Governor (Ms Winsemann Falghera) said the group had met with Mrs Kidney in January. Mrs Went and Ms Parker (also members of this group) are focussing on different aspects of the curriculum. The next planned visit is in May.

Maths: The Lead Governor is meeting with the subject leader next week.

The Chair thanked Governors for their input and asked Lead Governors to write up reports of their visits and send them to the Clerk. It is essential to have written reports for Governors' records and reporting back to the GB.

9. Report/Update from Data Governor

The Data Governor, Mr Henderson, noted he has updated his report. There is nothing exceptional to report from the scrutiny of KS1 progress. The Data Governor is currently considering the best ways to present data to the GB, particularly in regards to targets and national attainment. The Data Governor said the Standards Committee (summer B) would decide on what would be presented and how it would look. The old system cannot be compared with the new systems e.g. this is *how* we would have looked. It is now how we look, and why. Mr Henderson will meet with Mrs Kidney to discuss these points and examine the latest data. The Chair thanked Mr Henderson.

10. Approval of the SFVS 2015-2016

The meeting discussed the draft SFVS that had been circulated with the meeting's papers. Revisions were agreed; these will be inserted and the SFVS will be re-circulated to Governors for any further comments before submission to the LA.

Subject to the agreed revisions being made, and the SFVS being re-circulated, Mr Henderson proposed, Mr Grenz seconded that the SFVS should be approved and submitted to the LA. Agreed by all.

The Clerk will re-circulate the SFVS before it is submitted to the LA by 31 March 2016.

11. Committee Reports

11.1 Standards

The minutes from the meeting of 19 January 2016 were circulated with the papers. The Committee Chair, Ms Meynell, gave an update of the meeting held on 1 March 2016 to the meeting. At this meeting, the Committee had adopted the reviewed Esafety Policy and had adopted an updated annex 6 to the Positive Behaviour Policy. The Committee had enjoyed two presentations: one on Baseline Assessment from Mrs Taylor and Mrs Sanders; the other on British Values by Mrs Taylor. EY at Shirley school uses Early Excellence as its Baseline Assessment tool. This is an observational rather than test-based system of measuring progress. Mrs Taylor has produced a document about British Values describing how the school promotes these values e.g. Democracy (through the School Council); the Rule of Law (school rules of 'be kind, be safe, be responsible'). The Committee had heard about the lack of success the school has had with obtaining EHCPs. This is a concern; funding is difficult to obtain but support needs are high.

11.2 Resources

The minutes from the meeting held on 27 January 2016 were circulated with the papers. The Committee Chair, Mr Smith, gave an update of the meeting held on 9 March 2016. At this meeting, the Committee had adopted a revised Classroom Observation protocol: this is appendix 1 of the Appraisal and Capability Policy. At this meeting, the Committee had reviewed the Best Value Statement, the Statement of Internal Control and Terms of Reference. These documents will come to the GB for approval in the summer. The Chair reported that the main discussion at the meeting on 9 March 2016 had centred on the budget. The predicted carry forward at the end of this financial year is approximately £1,000. The Head is meeting with the Business Manager next week to assess the February outturn. The Head is hoping for a slightly higher carry forward but noted it will remain a very small amount in comparison to previous years. The GB Chair said the school had used funding to support areas agreed previously by the GB, so there were no surprise items of expenditure. The Head noted unexpected costs had been incurred by a staffing issue. The GB Chair noted premises costs are now coming to the attention of the school. The school's site has been in operation since July 2011 and is now showing signs of wear and tear. Whilst no major problems have been noted, items needing attention will be addressed when funds are available. A Governor noted the water bills appear to have come down which is helpful. The problems with some taps are still ongoing and these will be replaced on a rolling programme, when funds allow. The Committee, following assurance from the Business Manager that the appropriate controls are in place, has approved a new electronic payment system. The Committee looked at a first draft of next year's budget: 2016-17 will be difficult financially for the school. However, the Government may change the funding formula for 2017-18. There has been interest in lettings but this has not raised any notable income. A Governor asked if there were any unexpected costs that the school had no control over that would impact on the budget e.g. maternity leave costs. The Head said these had been built into the budget: the school recoups 92% of total salary costs of each maternity leave. Each maternity leave incurs costs to the school of approximately £4,500. In answer to another Governor, the Head said advertising costs have also been built into the budget. A Governor asked if costs of sick pay are recouped. The Head said after day 11 of a teacher's sickness absence, an LA insurance scheme cuts in and a substantial part of the

salary costs can be reclaimed. This is helpful if a supply teacher is needed. The LA insurance scheme also covers the absence of a caretaker. If an unexpected emergency arose, then it would be expected the LA would have a conversation with the school about how funding would be sourced. In answer to a Governor's question about what would happen if a deficit arose, the GB Chair explained that the GB cannot set a deficit budget. It would have to seek specific permissions from the LA and provide a recovery plan about how the school would repay funds if that situation arose. The school's financial advisor has said that whilst the budget has certain safety aspects built in, it is not possible to cover every eventuality. Therefore, even greater care must be exercised with all aspects of the budget.

Ms Fox proposed, Ms Winsemann-Falghera seconded that Ms Parker join the Resources Committee. Agreed by all.

11.3 Development Group

This group has not met to date.

12. British Values

The Head showed the meeting a document that Mrs Taylor has produced that illustrates the school's approach to British Values. Governors agreed this is an excellent document and it will be put on the website.

13. Equality and Diversity

The meeting agreed points under this item had been covered within earlier discussions about British Values.

14. Parent Group

Ms Meynell and Ms Winsemann-Falghera attend these meetings, together with Mrs Fawcett (a former Governor), Miss Kurc and Mr Sears. The meetings had discussed classroom organisation e.g. where a child sits, how timetables are organised. Concerns had been expressed about the new curriculum and higher expectations of children. One parent had said they just wanted their child to enjoy school and become a rounded individual. The huge pressure placed on schools by Ofsted was discussed. Suggested topics for the next Parent Group meeting are understanding SATs and understanding Ofsted. Feedback from Parent Group meetings are given in the Governor newsletter.

The GB Chair asked what measures could be taken to increase the numbers of parents attending the meetings. One Governor suggested the range of topics might not appeal to a wide parent-base; another Governor suggested the times of the meetings could be changed, with a meeting held after the morning drop off time. The GB Chair asked parent Governors to talk to parents on the playground, and ask what would attract them to attend these meetings. Governors agreed parent group meetings are very important for Governors to get feedback from the parent community; therefore, Governors would like to see numbers increase. A Governor asked if pupils are aware of the expectations placed on them by the new curriculum. The Head said older children are aware that writing is now far more technical. A Governor asked if children feel pressurised by changes to their learning. The Head said teachers want children to focus on their own learning, not compete and compare work with friends. A Governor asked if it was accurate to say that Year 6 are working at Year 8 levels in the new curriculum. The Head said in Maths, there are some elements that are secondary standard. Writing is more complex and structured than the former Level 4 expectations. All subjects have 'stepped up' in content and expectation. Some teachers have told the Head they have been pleasantly surprised to see children positively responding to new challenges; however, some children are struggling. The GB Chair asked the Head to keep Governors informed about children's responses to the new curriculum and assessment levels.

15. Training and Development

The GB Chair reported he and Ms Meynell had attended the recent termly briefing, on 23 February, at which a discussion had been held about how schools are going to raise standards for all children. A document about monitoring interventions was given out at the briefing. **This document will be scanned and sent to Governors (Clerk).** A discussion had been held by three schools about 'getting the balance right' to achieve the required levels of attainment and progress. The Head said the model of support offered by the CB4 cluster of schools is beneficial for all schools involved e.g. this school's Leadership Team had benefitted from a presentation by the Kings Hedges Headteacher. An Ofsted update was given: schools' previously judged to be good can expect a one day Inspection: safeguarding is a huge priority: a school's website is very important and should be easy to navigate.

At the annual Conference at Swavesey, on 5 March, changing patterns of education had been highlighted. There has been a considerable increase in the numbers of EAL children. Presentations had been given by three schools: Brunswick Nursery - Learning through Play; Hemingford Grey Primary - knocking down walls to create learning zones in which focussed teaching and hands on activities are undertaken - these open spaces mean children are not removed for intervention work; Spring Common - avoiding the isolation of SEND pupils. Ralph Button, the area director for Ofsted, gave a presentation on how the inspection framework has changed. The number of inspectors has reduced to 640 from 1543. Inspectors do not have a prior hypothesis to prove or disprove a school's previous judgement. Inspectors listen to a school's narrative. They will look at how Governors communicate the school's vision; therefore, it is essential to have a pivotal mission statement and a significant presence on the website. Inspectors will judge the direction a school is moving in. The uppermost question Inspectors will ask themselves is 'what is it like to be a pupil in this school'. If Safeguarding is not up to the required standards, a one-day section 5 inspection converts to a section 8 inspection.

The Chair told the meeting he has been approached by the Chair of another Primary school who wishes to discuss the school's use of Pupil Premium. The Chair has agreed this discussion may take place after SATS. The Chair will keep Governors informed about progress but welcomed this initial collaboration between schools.

16. Membership of the GB

One vacancy remains for a co-opted Governor. Another co-opted vacancy will occur when Ms Fox leaves the GB at the end of this academic year.

17. Correspondence

No items.

18. Any other business

The Chair thanked the Head for agreeing to reformat the forms used for monitoring visits. The Chair noted the importance of monitoring reports being completed and circulated to all Governors and the Clerk.

The Chair reported that amended legislation, which comes into force from 18 March 2016, makes enhanced DBS checks mandatory for Governors in maintained schools. Before this date, they were not mandatory for Governors in maintained schools. Regulation 2 of The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016, is the legislation which enacts this change: by 1 September 2016, all maintained school governing bodies must apply for an enhanced DBS check for any serving Governor who does not have one; from 1 April 2016, all maintained school governing bodies must apply for an enhanced DBS check for any newly appointed Governor within 21 days of appointment. The Chair noted there are some Governors who will need to have an enhanced DBS check carried out by the school's Business Manager in the summer term. The Clerk will liaise with Governors and the Business Manager about best times for appointments.

8.30pm: Visitors to the meeting, and also Governors who are staff members left the meeting at this point.

19. Update on the process of managing a staff reduction

**This is held as a confidential note.*

20. Date of the next meeting

EGM 17 March 2016, following this meeting, at 8.30pm (now 8.50pm).

Thursday 5 May 2016 at 6.30pm (Budget Ratification)

The meeting ended at 8.40pm.

