



Minutes

Full Governing Body Meeting (FGB3)

Date: 11th February 2015

Time: 7:00 – 9:30PM

Venue: South Malling CE School

Present: Vickie Appleton (Clerk), Sarah Brydon, Daniel Horan, Liz Kaye (Chair of Governors), Matt Kent, Scott O'Brien, Jo O'Donoghue (Head teacher), Ian Rothery, Annie Schulte, John Stockdale, Sue Warren.

Part: Rosalyn St. Pierre

Apologies: Jeremy Bamber

Item		Action
1	Apologies for absence Governors accepted apologies from Jeremy.	
2	Declarations of Interests & Confidentiality Reminder Governors were reminded that they had a duty to declare an interest in any agenda item and to maintain confidentiality. All present signed an attendance sheet (appendix 1) Scott declared that he has links with another local nursery and would withdraw if that became appropriate during item 10.	
3	Elections for Chair, Vice Chair and Lead Governor for Learning It was resolved that Liz be elected as Chair of Governors. It was resolved that Ian be elected as Vice chair of Governors. The election for Learning Lead governor was postponed until FGB5 (13 th May 2015) with Liz continuing to oversee this role until such time as a new Learning Lead Governor be elected.	

<p>4</p>	<p>Minutes of the last meeting & follow up of actions Items 6&7: Many governors are still to write visit reports. Action: Clerk to chase relevant people.</p> <p>Item 11: John had been unable to find details of the online Safer Recruiting course. Action: Clerk to forward details.</p> <p>Item 11: Sue had held off gaining an independent valuation of current lettings rate as she had been informed that there would be an associated cost of £250. It was agreed to put this action point on hold.</p> <p>The Head teacher informed governors that there was an opportunity for governors to attend a meeting of the Newick Teaching School Strategic Management Board 9.30am 23rd February 2015. Action: Interested governors to liaise directly with Jo on this.</p>	<p>VA</p> <p>VA</p> <p>JO/ all</p>
<p>5</p>	<p>Reconstitution Governors considered the reconstitution regulations and the needs of the school / governing body. They discussed the Chair's proposal circulated before the meeting and made amendments as follows:</p> <ul style="list-style-type: none"> · Maintaining 3 Foundation Governors · Not more than 3 additional vacancies (above current membership); · Any appointments only being made to address specific gaps identified through the skills audit and conduct of business – this to be a function of the Strategy Group to make recommendations to the FGB; · Strategy Group maintaining a watching brief on the function of FGB and its sub-groups, including succession planning and horizon scanning. <p>It was therefore agreed to put the following proposal to the diocese, and then on to ESCC, for approval;</p> <p>1 Head teacher 1 Staff 2 Parent 1 Local Authority 3 Foundation 6 Co-opted Total of 14 governors</p> <p>Action: Clerk and Ian to liaise over wording of proposed new Instrument of government and put process into place. Action: Strategy group to review the recent governor skills audit and to devise a recruitment strategy to ensure skills gaps and succession planning are accounted for.</p>	<p>VA/ IR</p> <p>Strategy</p>

6	<p>Head Teacher Performance Management Liz reported the Head teacher Performance Management had taken place and that the Head has met, or very nearly met, all targets. Review dates had been set in March and July 2015.</p>	
7	<p>Finance Working Group report The finance working group had met twice since the last FGB meeting. Concerns were raised that there was no formal review process for the governors' Declarations of business or pecuniary interest forms. It was agreed that these would be stored in the school for review by the Chair of Governors.</p> <p>Rental rates and formal contractual agreements for the Nursery building were discussed. It was agreed to postpone decisions in these areas until a later date (see also item 10).</p> <p>Governors received the budget report dated 2nd February 2015. The School Business Manager reported that budget variance was likely to be a small, but not significant, overspend. Staffing costs are always unpredictable and thus it is difficult to know precisely how much to allocate this in the budget.</p>	
8	<p>This item was dropped from the agenda ahead of the meeting</p>	
9	<p>Finance Approvals The following policies had been reviewed and were approved; Charging and Remissions Lettings</p>	
10	<p>Windmill Nursery Governors discussed the proposal to incorporate the Windmill Nursery into the school. <i>In response to governor queries, the Head teacher stressed that, as at present, children attending in the nursery years would not automatically gain a place in the reception class. There would be legal support available from ESCC to help with the process of bringing the nursery on board.</i></p> <p>Governors agreed to go to consultation (a one month period) on bringing the nursery into the school, i.e. the school would take children from ages 3 to 11. Action: Matt, Jo and Liz to form a Nursery working group and put process in place.</p>	<p>MK/ JO/ LK</p>

<p>11</p>	<p>Head teacher’s report on teaching and learning The Head teacher outlined the process for assessing quality of teaching. Summary sheets are used to inform the Self-evaluation Form (SEF).</p> <p><i>Governors queried what needs to happen to get teaching to ‘Outstanding’. The Head teacher replied that various strategies are in place, e.g. peer observations, IRIS class recording system, opportunities for staff share outstanding practice. All pupils need to be making good progress.</i></p> <p><i>Governors queried the progress of ‘Assessment without levels’. The Head teacher replied that the school is in a transitional phase. The new marking scheme is being piloted across the school; it appears to be less effective at showing progress in Maths compared to other subjects.</i></p> <p><i>Governors queried whether “home background and lack of prior experience” as stated in the SEF is a significant feature in years 1 and 5 alone. The effects of this are seen across all year groups in the school. Typically 20% of each cohort is below and 20% above expectations. The school has worked with the nursery to address the expectations of children starting at school, e.g. the need to be out of nappies.</i></p> <p><i>In response to a governor query as to whether the needs of Gifted and Talented (G&T) children are being met, the Head replied that there is evidence that they are as the G&T children at this school consistently outperform national averages.</i></p> <p>Action: JO to revise SEF to reflect this.</p>	<p>JO</p>
<p>12</p>	<p>Data Headlines / Data Wall The effectiveness of the push on writing is evidenced in the improvement in attainment seen across the school.</p> <p><i>In response to governor query as to why reading seems to have fallen below previous levels, governors were informed that the method of assessment had changed. Staff already have an action point to keep this under review. Maths coaching is taking place in year 4 and teacher focus groups are occurring in years 5, 2 and 6. Additionally, year 5 assessments are under review.</i></p> <p>Rosalyn left at this point.</p>	

13	<p>Inclusion Report Action: DH to forward presentation to clerk to upload on to Learning Platform.</p> <p><i>Governors queried, and were informed that, although financial contribution was made to the school in respect of Special Educational Needs (SEN) the school's spending in this area far exceeded income. The effect of SEN children in the classroom was not always negative as other children benefited from the extra adults in the room. Most children in a class appear unaware that peers receive intervention. The children themselves sometimes resented missing classroom activities due to intervention; however some older children felt a deep sense of empowerment and ownership of their Individual Educational Plan (IEP). Annie informed governors that in most years the attainment of SEN children at year6 exceeds national average. Action: Pupil voice to be undertaken to see how pupils view interventions.</i></p> <p>Although many appropriate interventions are in place Daniel felt that the school still had some way to go in monitoring progress of SEN children 'along the way' i.e. formative data was poor when compared to summative data. He felt that the introduction of more measurable targets would allow the success of interventions to be more accurately measured.</p> <p>Action: Annie to add SEN flowchart as an appendix to SEN policy.</p>	<p>DH/ VA</p> <p>JO</p> <p>AS</p>
14	<p>Thrive presentation This item was postponed to FGB4</p>	
15	<p>Self-Evaluation Framework Action: Due to the shortage of time at this meeting, governors were invited to feedback directly to Liz outside of the meeting.</p>	<p>all</p>
16	<p>Learning / Wellbeing Policy Approvals The following policies had been reviewed and were approved; Special Educational Needs (SEN) Home School agreement Music</p> <p>It was confirmed that the Confidential reporting (Whistleblowing) policy is an ESCC adopted policy.</p> <p>Ian requested that governors were particularly mindful of the need to assess all policies with regard to their inclusiveness and equality; no one should be disadvantaged as a result of a policy; he added that he had reviewed the SEN policy and could confirm that it did not disadvantage any group i.e. it met the Equality requirements.</p>	

17	<p>Items for information</p> <p>Governors approved the Memorandum of Understanding for the Lewes Schools Federation.</p> <p>British Values had been explored at the last Strategy group meeting and the relevant document is now available on the website and Learning Platform.</p>	
18	<p>AOB</p> <p>Governors recognised the sustained efforts by staff on 'Ofsted Readiness'. Liz outlined the new process for recording governor visits using the new governor visits book which can be found in the governors' drawer in the school office.</p> <p>Governors had received Sarah's report on her visit to look at Behaviour. There are some key issues to discuss. Action: To add to the agenda for FGB4.</p>	
19	<p>Close of meeting</p> <p>Meeting closed at 9.45pm</p>	

Summary of Action points - FGB3 - 11th February 2015			
Agenda item	Action	When	Who
4	To chase governors for Visit reports from FGB2	Asap	VA
4	To forward details of the online Safer Recruiting course to John	Asap	VA
4	Interested governors to liaise directly with Jo	Asap	JO/ all
5	To liaise over wording of proposed new Instrument of government and put process into place	Asap	IR/ VA
5	To review the recent governor skills audit and to devise a recruitment strategy	27 Feb	Strategy
8	To add discussion on Premises Development Plan to the agenda for FGB4.	18 March	LK/ VA
10	To form a Nursery working group and put process in place	Asap	MK/ JO/ LK
11	To revise SEF	Asap	JO
13	To forward Inclusion presentation to clerk to upload on to Learning Platform.	Asap	DH/ VA
13	To undertake 'Pupil voice'	Asap	JO
13	To add SEN flowchart as an appendix to SEN policy.	Asap	AS
14	To add Thrive presentation to agenda for FGB4	18 March	LK/ VA
15	To feedback directly to Liz on SEF	Asap	all
18	To add discussion on behaviour report to agenda for FGB4	18 March	LK/ VA