

Minutes of Governing Body Meeting, July 13th 2017

Present:	R Campbell N Wiltshire D Askew D Gaulder Katrina Davies J Rosamond
In Attendance:	Y Scott (Temporary Clerk to Governors)
Apologies:	M Lambert S Wood (with notes and questions submitted for attention) K Davies A Fox

17/36	Agree Minutes of Previous Meeting and Accept Apologies	
Summary of item	It is to be recorded that the minutes are an accurate reflection with questions below regarding matters arising.	
Questions and responses	<p>Question 1 KD noted she has discussed with NGA re gold membership at £335, will re look at in September as gold package includes training online. Not a large increase to investment cost however prudent to wait until had further sessions with Andrea and The Alliance training to see what is actually needed and if this will be beneficial.</p> <p>Action regarding attendance letter was discussed and it was tabled that in the Governors opinion the letter and protocol regarding attendance needed a little tweaking. The suggestion being maybe a phone call first, with the letter be a follow up. RC responds that informal chats are already in place with the class teachers and parent prior to a letter being sent. JR added that at a certain point a phone may be better placed from pastoral angle (JC) then noted on spread sheet that initial phone call has been made with a letter to follow. This would give a clear trail for school showing that we are managing attendance with evidence collated if further referral to county is required.</p>	
Actions Arising / Resolutions		
Will bring in new protocol through pastoral provision and office data collection giving a clear route with impact and evidence to support families with attendance		RC
Will also send out SA MOU for information for those not at last meeting and this item is now ratified		RC

17/37	To Consider Meeting Focus
Summary of item	<p>Stat Data Report; (initial Evaluation of School Performance Data)</p> <p>Good news is that overall view is a huge increase on last year in KS2 which was key area of school improvement plan with a change from 28% to 56 %. Particularly pleased with individual improvement with all data in accompanying report. KS1 remain strong and have improved slightly from last year, EYFS again a good level of development has seen improvement. Typical entry to typical exit is very encouraging, cohort has been stronger this this year and this of course changes data on a year to year basis meaning direct comparison is not always reflective of progress. All stats remain provisional, RAISE online will give final figures for national data set in November. Note to point Yr1 phonics has gone down but their starting points has shown an increase from their last stats. At January, % of pupils predicted to achieve was significantly lower; interventions were put in place to close this gap – successfully (circa 45% to 69%).</p> <p>Consider SIP Progress and Likely foci for next year:</p> <p>No reds essentially no criteria we haven't met. We are above last year's national expectations but this year's nationals have increased so we are now slightly below those yet above last year.</p> <p>We have focused on English, reading is slightly exceeding national standard, it looks like our SIP has given us a good focus to show what we need to do but with mobility we don't always see the ongoing development from input.</p> <p>Vulnerable cohort maybe resulting in a good overall with a few exceptions but do not have data breakdown currently to present.</p> <p>Only anomaly with a grey area is a change to policy mid-year due to key research and dfe changes. The notion of in school target for a term has little impact in reality for the pupil, if the topic you are covering does not meet the child's need then their progression can stagnate. Therefore we are now focussing on in lesson learning, what are you learning, has to be fresh relevant and differentiated to the children to enhance learning for all.</p> <p>Through observations it has been noted that there are some outstanding areas of practice from teachers and ta's. Some do need to have a less broad scope to their practice. Continued reflection and planning of staff for key areas tries to address this to deliver the best possible tuition within financial restraints.</p>

Questions
and
responses

Question 1

Will this data show how the interventions have impacted for individual students? NW responded that the evidence collated alongside the Raise online data will help to give clarity in how this may contribute to improve individual potential, that as a management team there is continued focus scrutinising and monitoring if the right adults are in place, i.e., do we have the best TA for the appropriate child to enable them to enhance their skills from whatever starting point. Impact will be shown but we have to be able to show the levels and monitor and review as necessary and this will continue throughout the school year.

Question 2

JR wants to pass on the Governors thanks for work the whole school team has provided and committed over the year to enable the children to flourish in school.

Question 3

Those pupils in the vulnerable cohort that have not made progress that was anticipated how is this now being addressed and is it felt there are clear reasons for not meeting target of expectation?

Using GL assessment it is possible that we are being a little over cautious in what we feel they have achieved that can be collated and evidence proven. To this end it has already been discussed with individual teachers to do correlation work to add another tracking point alongside end of year summary to continue to focus where our intervention and support needs to best used.

Question 4

What is GL?

New package that gives point to point data. This is the first year of use with the initial year data on KS2 only. It will be over full school next year and currently are finding that the assessment is a much better system that gives a quick idea initially but then able to see how the pupil tracks and can change provision as needed to support learning. The big advantage of the system is that it is a fully managed service that teachers input data rather than finding time to add the questions etc. and then for it to be processed and logged, collated. This system gives instant reporting analysis. It is not cheap but when levels were removed by DfE there wasn't a common language and this gave a better language to understand how they are progressing. Has been reassuring when reflecting across to our knowledge of the children that they are very close to the results they achieve. Also will be using a responsive reading test for baseline reading as it adapts if they are struggling allowing us to learn and identify where they are at rather than saying they do not achieve on a diagnostic test in 1:1 environment when we have such high mobility and testing as such is not what we advocate. Adding in that the platform is computer based for the pupil helps the child feel more at ease rather than a 'traditional test' format.

Question 5

Do TA's work in teams?

No there is much difference across roles from TA, ATA to HLTA, it is a bit of both allocations primarily to teams but cross year group use is in play within school due to the demographics. We deploy according to needs, interventions and also across other classes. They do meet in teams re planning and provision for the groups but nature of responsive intervention means it changes constantly teachers have been instructed to be precise about planning for the TA. It has been flagged on regular basis that using bought in packages of intervention is far superior over a number of weeks. It really is costly but in giving a product that has been investigated it can assist the TA in providing their lessons/interventions when they are fluid over different areas.

Actions Arising / Resolutions	
To pass thanks to all staff from governors re commitment and dedication to children To show sample reports with learning platform for the child to Governors to show detail it provides to teachers to settle pupils in and get them learning at the level they need to progress, showing the quality of the GL system on all levels of the scale. Defer to September Governors development to take away and assess re SEF judgement on governance	RC RC RC

17/38	To Consider Head teachers Update
Summary of item	<p>Thanks to Malcom and Nick from the school for their dedication to the school. Monitoring visits, noted we are missing some reports, ones pending are re pupil premium as AF been away this term. His absence has highlighted a gap, think 2 governors should sit in next year for this area, JC says will address in next meeting to add another governor to cover this role.</p> <p>LA auditors have also been involved and have reflected on what they see giving the governing body and SLT an external validation on what is going well, what requires improvement and what we have worked on throughout the year with progress seen.</p> <p>SEND, Written report handed out from NW additional items for attention the conversion on the EHCP process and protocol has needed additional reviews equating to increased working time, also another full ECAR ready for submission</p> <p>Staffing Disproportionately high in this report, absence due to long term illness, one now on phased return another due to return shortly.</p> <p>Visits-etc. To show the huge amount that we contribute to and how this is encapsulated within the school day this is all included in the report.</p> <p>Parental Deployment Looked at deployment this year 78% away within this year, reflects on emotional wellbeing, also looked more closely at year 6 this has applied to this can then correlate to results and show how this really does have ongoing effect on many of our families with the reality is it impacts on many levels, requiring a large spectrum of pastoral overview.</p> <p>Finance, To cover as many savings as possible, from changing staff and reducing hours this is covered in other areas discussed.</p> <p>Exclusions Data improved</p> <p>Safeguarding, One current issue 14 being monitored</p>

Questions and responses	<p>Question 1 <i>JR wanted to add from governors that the amount of work needed to submit the EHCP reports etc. is vast and has been actioned over the last year with a huge workload that needs to be complimented in how effectively I has been delivered.</i></p> <p>Question 2 <i>When you meet with other SENCO do you discuss the amount of work required for SEN?</i></p> <p><i>NW presented at the last SA SENCO to show how this is data is collected/ submitted highlighting that we have higher than the national average and that the 20% probably is nearer to 35% as over the year again the mobility impacts. Often it means process has been started for many before they move on, and that our reputation is that of being highly inclusive whole school environment that aims to meet a child's needs. We do share good practice and the time needed to cover this role is immense. The presentation at the SA was commented on by the other SENCO's in that the breadth depth and evolving SEN that we deal with is outstanding and the presentation was a revelation in regard to the fact that more often or not the school will not get the benefit of seeing how this level of work can positively impact their education. At every level the SEN is delivered with the best understanding in how service children have such needs and the TA pool we have has a huge level of experience which was also commented on. The staff we have encounter almost all needs within our environment that other schools in the alliance may never encounter showing our staff have to be diverse and capable at adapting at short notice to change in the same way that the children do.</i></p> <p>Question 3 <i>Query re if school is aware of airwaves, re voice boxes with 45 seconds of voice for family to send to deployed parents, also possible that parent may opt out if so what can we do to support child during a parents time away?</i></p> <p><i>We are active in support of children with deployed parents, but what we need to look at are additions that we can offer to help them as we often see that the children may not deal well with such change. DA will see what is available to school that we can signpost.</i></p> <p>Question 4 <i>What is the deficit in support staff related to?</i></p> <p><i>This was the omission in our budgeting forecast re the regular requirement in additional hours for the 1:1 cover or first aid that has now been added in retrospectively, SW also asked if financial year was April to April which yes it is.</i></p> <p>Question 5 <i>What are the difference between internal and external exclusions?</i></p> <p><i>These are offsite not in school for a fixed period, internal ones are for more than one lesson period with SLT involvement resulting in no peer group interaction. Also, these are used where it is considered that an external exclusion may not beneficial due to any other familial reasons etc. and in such cases we may then use internal exclusion.</i></p> <p>Question 6 <i>Can we include in head teachers report attendance in vulnerable groups.</i></p> <p><i>Yes as action</i></p>
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Actions Arising / Resolutions	
Governors to return some missing reports from monitoring visits. Liaise with Dan re voice box possible to use in school RC to Liaise with SW re pre deployment briefings Booklet what can we do to support your child DA to see what is available that school can signpost reminder that see saw covers some of this area as accessible from log in wherever you are if mobile service there Office to add to head teacher's report	Governors RC/DA RC/SW JC/NW DA RC

17/39	To Receive Correspondence
Summary of item	Correspondence received from Mandy Lambert with apologies for non-attendance today, she has also handed in her resignation but has offered that she can cover meetings in September due to short notice if required. Personal reasons have been cited. Need to consider how this is covered she was employed by school but not as LA clerk, there is a significant cost implication. LA provide us with a very good package takes onus off school which comes with training from county and cover, this is however £500 per meeting when we can have 9 meetings a year we would have to re-structure our governing body meeting etc. We need to look at our governing model for pro-active.
Questions and responses	Question 1 Temporary Clerk to governors asked to step out of meeting. <i>Discussion regarding options for future. Governors wish to employ own clerk again.</i> RC, JR to follow up with Governance unit re: next steps.

Actions Arising / Resolutions	
RC and JR to determine next steps with regards to governor recruitment	RC / JR

17/40	To Consider Ongoing Policy Review
Summary of item	Review of Policy.
Questions and responses	<p>Question 1 Does the School subsidize school trips?</p> <p>We subsidize all school trips no school trips are ever really self-funded, we use the enrichment fund to provide this, a lot of pupil premium is added into this. Also highlight in letters re to address with teachers,</p> <p>Question 2 Are staged payments available? Staged payments are available for all trips as and when submitted to parent pay to assist payment i.e. Low Mill is available to be paid over 6 months. If it is a £3 trip no it doesn't.</p> <p>Question 3 Are internet lines privately funded? Yes fully privately funded through billing</p> <p>Question 4 Do we advertise the school under the school lettings policy? Yes we do but never been used under RC headship, we are able to request charge from private providers but haven't if directly benefits our children</p>
Actions Arising / Resolutions	

17/41	To Consider any Health and Safety Issues
Summary of item	Covered in head teachers report
Questions and responses	See above
Actions Arising / Resolutions	
NA	

17/42	To Consider Governor Training
Summary of item	Recent training with Andrea Offord documented in head teachers report
Questions and responses	See above
Actions Arising / Resolutions	
NA	

17/43	To Receive Monitoring Reports	
Summary of item	Covered in head teachers report	
Questions and responses	See above	
Actions Arising / Resolutions		
NA		

17/44	To Receive any other business	
Summary of item	None to note	
Questions and responses	See above	
Actions Arising / Resolutions		
NA		

17/45	Next meeting	
Summary of item	Availability matrix Mondays look best	
Questions and responses	See above	
Actions Arising / Resolutions		
Next Meeting; Monday 25 th September 1230 start		All