

Minutes – FGB Meeting

Meeting Type:	Full Governing Body
Date/Time:	20 th May 2019 – 7.45am
Location:	Carden Primary School
For:	Full Governing Body, Website
Quorum:	For decisions to be binding at least one half of current governors are required. The meeting was quorate throughout.
Present:	Governors (voting) Amanda Mortensen (Chair) Sam Beal (SB) Helen Longton-Howorth (HLH) Headteacher Hayley Mallipoudy (HM) Alistair McNair (AMc) Jeff Nixon (JN) Vice-Chair Pete Sandeman (PSD) Natasha Sothcott (NS) Sophie Wadleigh (SW) Other (non-voting) Zoë Heaton (ZH) Clerk to Governors
Apologies:	Sam Baker & Sophie Wadleigh Meraud Davis did not attend.

1. Welcome, Apologies - The Chair took the lead on this item and apologies from Sam Baker & Sophie Wadleigh were considered and accepted.

Declarations of Interest – None were given.

2. Minutes and Matters Arising / Actions from previous FGM - The Chair asked governors if they had read and checked the minutes from the last minutes. There were no inaccuracies found. Minutes agreed and signed.

Matters arising from last meeting - The chair pointed out that there was meant to be governor visits including ones for Maths, PSHE and Comparative judgements. It was established that there had actually been quite a few visits by several governors including for comparative judgement, health & safety walks, learning walks and book scrutinies, but that these had perhaps not been recorded. The Chair emphasised that the HT had a very open attitude to visits from Governors and that we should take advantage of that.

ACTION: Suggested by Chair that we should do a full Governor Visit report show clearly what has been done and present at next meeting. – GB / ZH

3. Membership – Welcome new Governor

The new governor was not present - delayed welcome and co-opting until the next FGB Meeting in July.

ACTION – Email MD to confirm - ZH

Minutes – FGB Meeting

4. HEADTEACHER REPORT (Docs circulated):

4.1 Admissions / Class numbers

HT led this item and checked governors had seen the circulated report. Emphasised continuing concerns over pupil numbers. Little change to these low figures from year to year whatever attempts are made to attract more children. There are 38-9 children due to start in September, though exact numbers cannot be guaranteed.

Q - How many with SEN? - 4 with ACS, though none coming in with statements. Governors discussed difficulties associated with this situation including making a difficult start for the teachers and having to then prove to LA that extra help required.

HT said that the current merged class in Y5 would continue into Y6 and highlighted possible difficulties with a large class with five S&L pupils going into SATs year. This would require planning and consideration in terms of who would teach this class.

4.2 Staffing

Two teachers left at Easter due to personal reasons. They have been replaced by an experienced Y6 teacher who will start working with us part time after the May break, full time in September, and the other shared class teacher by a known teacher until the summer, when the shared teaching situation for next year will be considered and possibly adjusted moving forward.

CL, the Deputy Head has decided to move on and work for another school. It was acknowledged by both the HT and the GB that this would be a huge loss for the school. The GB formally thanked CL for her immense contribution to the school over the years. She will not be replaced but succession planning is in place with the SLT (Senior Leadership Team).

Realised that there is gap in expertise in KS1 and that whilst pastoral needs and SEN have been overseen, and another teacher has been responsible for learning there has been no focus specific to teaching. Therefore decided that KSt, our EYFS lead and YR teacher, would be appointed assistant head and oversee EYFS and KS1 together. This now gives us three assistant heads helping HT. They are not able to exclude children but HT will always be available by phone if required in an emergency. If HT incapacitated for any reason plans made within AHT team for acting up when required.. Other SLT plans will be discussed with the GB at a later date after the formal resignation deadline at end of May has passed.

In terms of Ofsted and areas of improvement the school has teachers with set areas of responsibility. However, the school has decided to appoint internally TLRs for members of staff responsible for both Maths and Phonics. These are both areas which require a lot of work and phonics in particular needs a shift onwards.

Q - How will the gap be covered in terms of safeguarding after CL leaves? - This will be shared by the three assistant heads. Currently restructuring CL's role and may take as an opportunity to do things a bit differently.

Minutes – FGB Meeting

4.3 Outcomes

Year Reception - HT explained that EYFS % of children attaining GLD are sometimes a little down from predicted results due to pupils leaving and arriving during the school year - often losing children with good predicted achievement and gaining children with lower ones. The 2 classes in Year Reception have performed quite differently due to there being higher achieving children in one class and children with more needs socially and academically in the other. Specific figures in HT Report. For some children to attain GLD, intensive interventions are needed in areas requiring extra help. Some lower areas are due to slower developmental rates and also poor attendance.

Governors are asked to note the different and lower outcomes when the SLC children are included in the data. The School has to publish the data which includes the SLC children. Unfortunately, due to long-term support staff sickness Year Reception have needed extra support to cover and have had less opportunity to provide interventions.

Q - How do these results compare nationally? -National average last year was 75%, our potential is 62% including SLC. However, HT emphasised that our figures always prove to be very accurate and honest predictions as believe it is not good to exaggerate, especially as this can put pressure down the line in terms of progress.

Phonics -

Year 1 - Similar to EYFS. Looking at 81% to pass but after 2 children left combined with impact of some long absences figure has fallen to 76%. National average is 81%.

Year 2 - Difference between the two classes. 14 children to resit phonics. 4 of these are from the SLC and at least 5 are SEN or ASC children working well below average. The others it is hoped will pass this time. There will be ongoing support in phonics for those who do not pass, into Year 3. With the appointing of a new phonics lead teacher, there will be a stronger focus on this area going forward with more consistency up through the school.

Q - If children do not pass in Y2 do they have to do it again? - No, but Ofsted might come back and ask what the school is still doing for them. As the children go into Year 3 and beyond the phonics translate to spelling which is also an issue to be addressed.

Q - Which year do those resit results go on to? - We are measured on both sets of results but by the end of Y2 they will look at your combined results, total number that have passed at that stage.

Key Stage 1 Year 2 in the middle of SATs. HT explains that the Y2 approach to SATs has been rethought this year following poor results last year. At expense of time and money staff have been employed to cover smaller groups and children have been told the tests are 'quizzes' or 'booklets'. So far encouraging in that students have appeared to cope and perform better under these calmer and less pressured conditions. Estimated results are much better than last year with reading and maths approaching the national average figures. Writing is still a challenge requiring more work. Teachers are working hard in this area, and with the intensive, high quality 2 year training which comes with the Talk 4 Writing scheme improvements can hopefully be made.

Why are the increases not equally weighed? -The Individual results are always better than the combined as some students excel in reading and others in maths so the combined figure is

Minutes – FGB Meeting

always brought down.

Governors pointed out that over a third of pupils in this cohort are either FSM and/or SEN and it was important to bear this in mind when assessing the results. HT also pointed out that this improvement has been achieved with no support.

Q - Will this model for teaching SATs be repeated next year / and Can expenses be covered? - Yes hopefully if the resources can be found. Governors agreed that if this method is found to be effective then ways must be found to fund it.

Key Stage 2 SATs last week. Very proud of Y6 pupils who all turned up and performed without complaint and with smiles on their faces! Process managed very well with all possible available adults employed to help and support the children. HT commented that her reading group students have improved during the year so much that 6 out of 7 of them should now pass.

Y6 is a cohort of 41 children of whom 41% are FSM / Ever 6, 22% are SEN and 19% are EAL (including 2 children who have been in UK less than a year). This should be taken into account when assessing results. No dispensation given for this and do not wish to disapply the EAL who struggle with English as they are very able in Maths. Estimated outcomes from Jan, March and May were compared and are roughly similar with slight fluctuations mainly due to pupils leaving mid-year. Hoping Reading estimate may go up from 70%. Pleased with improvement following working with SLE project. Writing may also be a little up from 70% estimate. Maths paper was quite hard this year and may mean lower results than estimate. If this happens we will do a Question level analysis with the children.

Q - If questions were difficult won't national figures reflect this? - Not necessarily as some children seemed to be effected by resilience issues as they lost confidence as they progressed through the paper.

SPAG estimates in line with national average. Combined results not so good would like to be higher.

Q - Were this year's SATs harder than normal? - Not especially overall. Some easier, some harder. Need to also recognise that the pass mark is not even set until all the papers are in. Governors discussed reason for this, including possible political agenda and also compared to how Secondary schools system works.

Q - Are some of the children working at greater depth? - Yes there are some but not sure which without checking.

HT summed up that 9th July was the deadline day when find out results and hoping they should be better than last year.

Q - What is next cohort like? - Good but will have progress issues as they were high levels at KS1. Governors discussed how small cohort number could easily be effected by leavers and new pupils and SLC children and suggested adjustments / weighting should be made to compensate figures as the cold figures on website do not show true picture. HT not prepared to explain or make excuses on website for SLC children. HT to ask these questions to Caroline Lucas at meeting.

Minutes – FGB Meeting

4.4 Quality of Teaching, Learning & Assessment:

Last term planned carefully for Learning Walks. These provide more useful information than individual observations and are carried out over three weeks and involve all the SLT team. 3 to 4 drop ins a week made to each class. Also flexible as can SLT can choose to make a follow up drop in to check on pupil progress. Book scrutinise are carried out at the end of the week so teachers get feedback on their book and on the observations made in class. This is then worked in with the progress meetings. Feedback is given individually verbally and written up. If it is found teachers required further help support offered such as coaching sessions, feedback conversations, paired teaching opportunities and lesson study. The same format will be used for the Summer Learning Walks and Governors are welcome to join the SLT for the walks and / or book scrutinies. HT added that due to confidentiality parent governors should only join Key Stage that their child is not in.

Chair emphasised openness of Carden and HT as not all schools welcome governors to come in. Several governors showed interest in attending these events.

ACTION - Provide timings of Learning walks / Book scrutinies nearer time - HLH

Governor stressed the importance of governors not taking on an inspector role or commenting on the standard of education but should be looking at and monitoring the process and providing critical eye only.

Q - In terms of how you then assess the quality of teaching and learning in the whole school - are there any causes for concern? - Yes there are ongoing concerns about a particular year group. Things have been put into place and the results of the Learning Walks were pivotal in decision making about how to proceed with the teachers concerned. The LWs can highlight weaknesses that cannot be hidden by a 'show' lesson and they also help to build up a picture. However, the more positive side of LWs is about providing opportunities to support new teachers. This can be placed in the CPD and is bespoke.

4.5 Effectiveness of Leadership - Two things been working on:

1) What we are going to do when CL leaves and how to make it work. Time spent in SLT meetings and with Julie from Edison thinking about who will take on bits of her role, whether we want to change things because of different personal expertises. Want to have something in place as a good starting point in September.

2) New Ofsted framework - The new document is out and HT reported to GB that the school's next Ofsted inspection is likely to be the November after next and will consist of 2 full days. It is likely to focus on the wider Curriculum and especially the teaching of reading. They will be looking for a broad-based curriculum reflecting the ethos of the school. With this in mind the SLT, have been given four days of non-contact time to do a curriculum audit with help from Julie at Edison. This will be done in the Summer term so by September we will have a much better idea of gaps, overlaps and any restructuring required which can be implemented over the year, so that by the following September we have a curriculum which we are confident in teaching, assessing and it right for our school. Alongside this the 'Talk for Writing' project will run throughout the year and need to be weaved into the curriculum. Our school statement may end up being something like "Children as readers and writers", as this focus seems appropriate for the children coming to

Minutes – FGB Meeting

Carden which often have little experience with books, reading and talk.

Governor suggested a key way to assess the quality assurance of the curriculum is to ask the children what they do in the classroom. This should be part of the governor's role to find this out so that can reply to the question, 'How do you know the curriculum is fit for purpose', they can reply because we have talked to the children directly. This is important evidence - HT agreed that much in the curriculum can not be captured by data and therefore soft evidence is valuable. Governor pointed out that also important in terms of poverty proofing, diversity and equality - checking things make sense to all children and that all are represented. Important these things are reflected in PSHE and RE too.

Q - One of your aims for Talk 4 Writing is that this will be reflected in your results? - Yes, but Ofsted do not look at any internal data / results, only end of year, and this will always be from the previous year.

Decided that after the curriculum audit has been carried out then speak to the children about it, ask what they like and don't like. This can be tasked to the SLT end of Summer or September. Hoping to produce a decent, quality curriculum that fits our school ethos. Can see that the Talk for Writing project will fit nicely into this and also be a driver and contribute to how children articulate. Recognised that children can come up with really good ideas and are a valuable resource.

ACTION – SLT to be tasked with talking to the children about the curriculum – HLH

4.6 Personal Development, Behaviour & Welfare (Whole School Attendance statistics document circulated)

Continued work with Maggie Baker on attendance who knows our families and has a very good, measured approach which is adjusted to be appropriate, depending on the different situations and reasons that children miss school. Example given of Y6 child who has been a perpetual refuser and who sat all her SATs and came in smiling. This is a testament to CL and Maggie's work.

28 families since September have taken unauthorised holiday, 21 of which were issued a fixed penalty notice. 117 days in total missed. HT emphasised the negative impact that missing time at school has on that child's learning but also the teacher who spends time helping the child catch up and also on the other children in the class.

Safeguarding - Carden has 4 LAC children, 4 on CP plan, 7 CIN children and 3 TAF or Early help children. Unknown how this data compares to other schools but from experience governors thought numbers were likely to be a little higher in terms of percentage of whole school numbers. At present CL and LP share the work load associated with these children as it would be too much for one member of staff to cope with time wise and emotionally.

HT wanted to appoint a Welfare officer after CL to support LP, but unfortunately tis has not been possible due to lack of funds.

Q - Can not the money released by CL leaving be used for this? - No, the money will go directly into the shortfall in the budget for next year and to cover increase in salary for KSt in her new role and a couple of TLRs.

Minutes – FGB Meeting

Poverty Proofing - Was fed back to the HSW committee. The report results were generally very positive with only a very small number of actions going forward, but the process was thought to be time consuming, disruptive and largely uninformative.

Q - Is the full report available for governors to read? - Yes, CL did comprehensive summing up in the HSW committee meeting and headlines and some detail are in those minutes. Have taken as many actions from it as are practically possible without more funds.

Governor commented that the recent Book Day and the dressing up relating to specific books worked really well and fitted nicely with the poverty-proofing viewpoint in that new, bought 'competitive' outfits were not encouraged. Instead, simple, cheap ideas to help parents were given. Spare costumes were also provided. Good approach to bear in mind for other activities. Discussed that difficult to carry through a completely consistent approach across the school as different teachers come from different backgrounds themselves and have had varying life experiences.

ACTION - Upload full report to Governor's Office - ZH

9.05am - HM left the meeting.

4.7 Extra-Curriculum & Enrichment Activities -GB referred to HT report for quite extensive list of what the school has provided for the children.

5. CHAIR'S REPORT

5.1 - New organisation: Aspirational Partners and Leadership Group, is a cluster of schools working in collaboration in the face of funding cuts, national and local issues will be having first meeting soon.

5.2 - Sam Beal is stepping down at the end of the summer term from her role as LA Governor due to voluntary commitments. The Chair thanked her for her contribution.

5.3 - Governor vacancies. Hoped we would be co-opting Meraud onto the GB today, but we also have 2 other vacancies. Had previously started a GB skills audit so need to look at this with a view to filling the gaps.

ACTION - Look at skills audit situation and plan how to fill the vacancies – AM/ZH

5.4 - Feedback from Childrens' Committee

- Reported that there have been 200 young carers identified across B&H but believed perhaps x10 more not being identified. Looked at the work schools doing for this area.
- Year 2 disadvantaged pupils in B&H are below the national average. Pressure being put on schools to bring this figure up.
- SEND
- Educational Capital Resource and Capital Investment revealed that they are putting some money into surveying school premises, particularly the boundary treatments in relation to safeguarding. Chair spoke to Richard Barker directly regarding the fencing situation.

Minutes – FGB Meeting

5.5 News given that AMc has been appointed as councillor. Congratulations given.

Governor Visits & Training

ACTION - GB advised to give details of all school visits made to Clerk to collate in time for the next meeting – GB / ZH

ACTION - Schedule a Chairs' Meeting - AM

6. FEEDBACK FROM COMMITTEES

6.1 HSW (JN led in SW's absence)

JN reported that both FW and CL had been in attendance at the last meeting and given interesting reports on Health & Safety Audit and Poverty-Proofing respectively. Commented that very useful to have them there to respond to questions. Both these reports are listed by item in the HSW minutes. CL gave a thorough summary and included the results of a survey saying what the children had said about bullying. Very positive and impressive results though important not to become complacent and to keep as a high priority. Noted again the inconsistency of rewards given in class. Recognised teachers are different themselves and that there is no magic solution although thought perhaps it would be rather staid if there was conformity across the board. Issues including homework, Talk for Writing and children's different backgrounds were also discussed.

Finally, HT had reported on the Staff Wellbeing survey. Thought to be opening up the SLT to criticism without a constructive aim. 'Staff voice' session mentioned again but parked for now with the idea of doing later.

GB acknowledged the excellent data set from the Safe & Well at School Survey but emphasised the continuing importance of recording incidents so can be scrutinised regularly by GB. Noted how much better the results are from Carden compared the City-wide data. Huge improvement at Carden seen over the last decade.

Q - When CL leaves can continuity in this area be ensured? - HT said that yes we would very much hope to carry on the good work in this area.

6.2 D&R

PS fed back from the last D&R meeting. Reported healthy outturn of 40K surplus, although being carried over to next year (2020-21) to fill hole made by the removal of grant to pay for teacher salary and pension rises. BM done good job of keeping things tight and squeezing value.

Conservatory taken down which has improved the look of the school entrance.

Reported that school numbers were discussed in relation to how this will affect the school in the long-term. Understood that the demographic in the areas does not produce enough children to pay enough for the school to keep going. This could mean the school will have difficult choices to make in the future. Options include: i) Reducing to one-form entry, ii) Vertical Grouping and iii) Federation with other schools to save leadership costs.

Q - Has HT's thinking progressed on this issue in the last few months? - Not really. Governors discussed this in terms of its importance financially and also as a tricky political issue nationally and especially in

Minutes – FGB Meeting

B&H, they recognised difficulties for councils trying to make big changes due to restricted national law/guidance. Realistically, thought best for Carden to plan for potentially difficult decisions ahead. Decided this important issue needs to be kept on the D&R agenda and HT to monitor YR numbers before September, and ongoing.

6.3 CLA

JN fed back on the last CLA committee in which teacher, Paul Harrington (PH) presented a report on English. He provided useful insights into writing progress and attainment listing 4 reasons why English teaching has presented difficult challenges this year including high turnover of staff, job shares (issue of communication), time pressured and overcrowded curriculum, and English language being particularly complex in its grammar, spelling and structure. Governors hoped that the new reshaping of the curriculum could be an opportunity to improve the English teaching context.

PH also reported on mixed cohort, 'No Nonsense Spelling', Staff Questionnaire, Stamina for writing and the 'No Marking comparative judgements exercise.

JN concluded it was a very positive and useful meeting with lots of information.

HT added that she had invited, teacher, Rick McEwan (RM) who had recently taken over the substantial role of Assessment Co-ordinator, to come to the next FGB meeting present the outcomes of the end of year data. This could be a good CPD opportunity for RM.

7. Fencing

HT updated the GB on the fencing situation. Considering recent insurance audit advice, lack of progress with the council and the dangerous state of the perimeter fence HT and NB looked into obtaining a loan to fund a new fence. However, this was halted due to counter information gained from the property development team who advised we would not get planning permission for a fence this high (2.4m as advised by the insurance audit). Have subsequently been advised that we need to work with people in planning to get the right sort of fencing. Costs of loan would be 50K plus interest, paying back 10K per year.

ACTION - Continue to communicate with Richard Barker to make progress - HLH/AM

Q - If some of the fencing ok, could we just replace part of the perimeter to keep costs down? - Possibly, but may make more sense to all at same time. Not going to push now as heard from Childrens' committee that there may be funding available and in the meantime will apply for planning permission.

Safeguarding remains a concern. Any incidents are documented and holes patched.

8. Any other urgent business

No

9. Dates for next meetings

ACTION: - Send out all forthcoming meeting dates to GB - ZH

ACTION: - Next HSW committee date to be agreed - HLH / SW

Meeting closed at 9.40am

Minutes – FGB Meeting

ACTION PLAN SUMMARY

ITEM	OWNER	ACTION	DUE BY
3	ZH	Email new governor to confirm if she can come to next FGB meeting	24 May 2019
4	HLH	Provide timings of Learning walks / Book scrutinies for GB nearer time so visits can be made	24 May 2019
4	HLH / SLT	SLT to be tasked with talking to the children about the curriculum	June 2019
4	ZH	Upload full Poverty Proofing report to Governor's Office	Immediate
5	AM / ZH	Look at skills audit situation and plan how to fill the vacancies.	Next FGB
2/5	GB / ZH	GB advised to give details of all school visits made to Clerk to collate in time for the next meeting – GB / ZH	Next FGB
5	AM	Schedule a Chairs' Meeting	?
7	HLH / AM	Continue to communicate with Richard Barker to make progress	Next D&R
9	ZH	Send out all forthcoming meeting dates to GB	Immediate
9	HLH / SW	Next HSW committee date to be agreed	24 May 2019

Signed.....