

	FULL GOVERNING BODY
Date/Time:	24 th March 2016 4pm
Location:	Carden Primary School
For:	Full Governing Body, Website
Present:	Governors: Karen Wicker (KW) Chair of Governors Kevin Cunningham (KCH) Daniel Holmes (DH) Jeff Nixon (JN) Paul Smith (PS) Pete Sandeman (PSD) Helen Longton Howorth (HLH) Sophie Wadleigh (SW) Other: Janet Johnson (JJ) Clerk
Apologies:	Margaret Garrard (MG), John Hull (JH), Karen Czucha (KC)
Absent:	Jayne Bravery (JB)
Quorum:	6 governors required to make decisions

MINUTES

	DISCUSSION AND DECISION	ACTION
1	WELCOME and apologies for absence KW opened the meeting. MG and KC apologies were accepted.	
2	DECLARATION of Interest in items on the agenda. No new declarations were made when invited. All could remain and participate in all agenda items.	
3	CHAIR'S REPORT KW gave a verbal report. <ul style="list-style-type: none"> • Governors were reminded to refer to the notes of the meeting reviewing information likely to be required by Ofsted and follow up any queries. • It was suggested the method used to follow up the queries on pupil premium and SEN had worked well. JJ would recirculate the school's responses to the SEN questions. • JN KW and JJ had met with the Edison link to regarding continual improvement of the governing body and a training session for all governors had been arranged for 20th May. • No action was currently required on the LA SEND review. 	
4	MINUTES OF LAST MEETING. The minutes of the meeting on 10 th December 2015 were agreed as an accurate record and signed by the Chair accordingly.	
5	MATTERS ARISING 5.1 The single plan would be reviewed at the next FGB.	

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	<p>5.2 Governors were reminded to book their visits as soon as the single plan overview is circulated.</p> <p>5.3 There were no further questions or outstanding matters.</p>	ALL
6	<p>Effectiveness of GB – discussion <i>(leading to establishing an up-dated process of self-evaluation and formulating an annual statement) (much to celebrate) to be taken later</i></p> <p>In discussion it was agreed</p> <ul style="list-style-type: none"> • An annual statement of effectiveness of the governing body should be formulated and published. There was a need to have a greater website presence. • Chairs of committees would meet with HLH to discuss the setting of a partially costed Single Plan. KW and JJ have already agreed a date for a budget meeting with Bursar and this will be included. 	
7	<p>SCHOOL IMPROVEMENT - Is improvement going to plan?</p> <p>7.1 SCHOOL SELF EVALUATION</p> <p>Governors had already received the extensive school self-evaluation documents including the Early Years self-evaluation document. The report from the school partnership advisor (LM) had also been considered. Questions arising from the interrogation of the information had been raised by nearly all governors by email with HLH who now thanked governors for the pertinent questions. As a result of this input and further to the meeting with LM regarding leadership and management clarity had been gained for the focus in the summer term and the Single plan and overview would be written.</p> <p>HLH answers and action points following (annexed to these minutes) had been circulated very recently and HLH now gave further information and took questions.</p> <p>7.1.1 Re maths /challenge (question 1 & 7) HLH informed</p> <ul style="list-style-type: none"> • HLH had spent extra time with the Edison advisor on maths continuing to unpick and address the difficulties and this will be an extra focus in the summer term. • JN had attended a maths consultant meeting at a staff meeting and the evidence of the impact of the work he did was evident in the teacher observations. • The school have secured more time with the consultant and were developing a working relationship with Brighton College and Roedean. <p>7.1.2 Re has the appointment of Assistant Head T&L had a positive impact on self-evaluation - Has the appointment proved to be good value for money yet? He is part of the decision making team and also operational – I think we do get our money's worth.</p> <p>7.1.3 Re EYFS stretching the more able. What is shared sustained learning? Briefly extending a conversation. In addition there have been some parent sessions on phonics. KW: how are you deepening? Will come back at the next visit with KW. Good idea to network, p & p group some more useful than others.</p> <p>7.1.4 Re the partnership (question 6), does it work for you? In</p>	

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discussion it was agreed strategic alliances and direction, including governor approach to academies, would form part of longer term planning and would be addressed at a later meeting.

7.1.5 How effective is the assessment information you are receiving from other schools? As it happens the main movement has been in year 1 and they have come in from outside the local authority or abroad so we have to start from scratch. Couple came in from Coldean in year 6 and we found the terminology was different e.g.5B there is working below ARE5.

7.1.6 Are you going to be engaging more with the parents of the more able, particularly pupil premium? Yes, e.g. maths challenges, cake baking, enterprise, getting tasks done at home.

7.1.7 In discussion it was agreed

- KCH and JJ would contact the local high school teachers and governors respectively
- CLA would monitor the next steps

KCH JJ

CLA

Committees and Reports

7.2 PROGRESS ON PLAN and CORE GOVERNOR BUSINESS

7.2.1 Development and Resources committee (D&R)

JN advised

- The CPD report received from PSD and MG had been informative and useful.
- The budget for next year would be challenging.
- Meeting with JJ to plan the next meeting and information required had been useful
- JN had met with PSD. JJ gave training material to PSD.
- The SFVS was completed after the meeting with KW JN and the Bursar. Governors noted there were fewer actions on the improvement plan, the main one being to have more links between the budget and school development plan to enable governors to carry out their 'value for money' role more effectively.

- ❖ **Governors approved the pay policy**
- ❖ **Governors approved the disciplinary policy and procedures.**
- ❖ **Governors confirmed the power to dismiss rested with the headteacher. The headteacher could request a panel of governors for such a hearing. The right to appeal would be heard by governors.**
- ❖ **Governors approved the SFVS and KW signed the form accordingly.**

The minutes were accepted.

7.2.2 CLA

KW reminded governors to look at books, presentation and challenge, attending book scrutinies and learning walks accordingly. The minutes were accepted.

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	<p>7.2.3 HSW - The minutes were accepted.</p> <p>7.2.4 Focus Governor reports PS had continued his work on governor communications and set up Sharepoint for which he received thanks. There had been a number of problems with the school Office 365 email system and it was anticipated the new system would be an improvement. PS would circulate basic instructions and would send on further information once that had been grasped.</p> <p>7.3 Recommendations from training and local or national events (if not reported elsewhere) Governors had already considered the considerable list of news items sent by JJ and she would send a summary of the white paper. In discussion it was felt parents did not understand the significance of the secondary catchment review. HLH had invited parents to attend a public meeting and would also help them understand the situation. Parent governors would also disseminate information. JJ also drew governors' attention to items of relevance to the school following the governor conference on closing the gap and noted there was much to celebrate with the practice at Carden. JJ recommended attendance at the governor leadership training sessions in May and June reminding these were suitable for those starting to get involved in the leadership of committees.</p> <p>7.4 Governor involvement in school improvement plan 16/17 on. This had been covered in part at item 6 and formed part of the discussion with Edison. It would be further considered by KW and HLH and at the training session on 20th May.</p>	<p>PS ALL JJ</p>
8	<p>Policy for unreasonable complaints This policy had been part of the DfE's recent guidance document and HLH requested governor approval. Does it have to sit with the existing complaints? No. Governors supported adoption of the policy review would be by the headteacher. HLH would circulate the policy for information.</p>	
9	<p>AGREE GOVERNOR WORK FOR THE NEXT TERM Governors to review the single plan in readiness for submitting questions to HLH for the final meeting of the year. Date to be set.</p>	

..... Signed dated

ITEM	OWNER	ACTION	DUE BY
5.2	ALL	Book monitoring visits upon receipt of single plan overview. Liaise KW if query/co-ordination	18.4.16
6	KW HLH CHAIRS	Meet to discuss costed Single Plan (for school improvement)	24.4.16
7.1.7	KCH JJ	Contact PHS with a view to further building relationship	24.5.16
7.1.7	CLA	Monitor the next steps	2.7.16
7.2.4	PS ALL JJ	Circulate sharepoint beginner instructions Try out sharepoint – comments to PS Continue to load information	18.4.16

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APPENDIX

Questions from governors for FGB

1. Given the various initiatives in Maths is there any evidence to demonstrate whether there has been a positive impact on those children who may be regarded as above average (formerly gifted and talented) in mathematics? In addition, is there any indication from staff that the concept of deep learning in maths is presenting a challenge?

Feedback from autumn term mathematics observations noted that there were 'consistently high expectations of learner behaviour.' The most effective lessons demonstrate a good level of teacher subject knowledge using this to further/deepen understanding by effective questioning. Teachers provided children with appropriate levels of challenge, with a choice of starting points (peel off techniques), self-selection and encouraged risk taking in a safe environment. Children applied their learning to new situations and were reminded to move their learning on and challenge themselves as soon as they were secure.

Next steps: *Feedback from learner conferencing with the Edison Achievement Advisor and two teachers with a selection of learners suggested that whilst children enjoy maths they also see much of what they do in lessons as arithmetic rather than mathematics. They focused a lot on discussing right/wrong answers rather than the investigative nature of the subject. This has been backed up during book scrutiny.*

As a result of this the teachers planned a series of maths staff meetings with Julie Goodridge from Edison around deep learning and extending children's thinking and problem solving skills. A teacher delivered these staff meetings through the spring term. I also spent a morning last week planning next term's staff meetings around the same topics – thinking in particular about teachers' subject knowledge and confidence in deepening and furthering children's mathematical understanding and problem solving skills. This will be finalised over the Easter holidays and will be delivered by myself and the teacher over the course of the summer term.

It's just been confirmed that we have been allocated 3 x half days of Darren Ellsum's time in the second half of the summer term to continue the focus on the maths curriculum and in particular the development of subject knowledge and the extension of more able learners.

We'd also like to explore making closer links with local secondary school maths departments and develop our relationship with the university more to help support CPD and perhaps facilitate some workshops for our more able learners too.

A teacher will be available in September and Numbers Count work will not resume and will be used once more for maths booster groups – including those for the more able children as we feel this is a more cost-effective and benefit more students.

2. Is there any evidence yet to demonstrate that the appointment of an assistant head for teaching and learning (AHTL) has had a positive impact across the school on Carden's self evaluation of the Teaching, Learning and Assessment category? Once the Edison project comes to an end, are there specific priorities for this assistant headteacher to develop?

During the autumn term AHTL spent some time looking at the curriculum to ensure breadth and balance across all subjects. He has been responsible for ensuring that curriculum overview maps have been put on the website and circulated to parents. AHTL has also been responsible for mentoring the NQT in KS2 this year and has worked alongside the LA Teacher Coach whilst she has been coaching two members of staff who have required further support. The aim of this was to give the skills to continue this model once the LA coach stops working with us at Easter.

Current circumstances have meant that AHTL has requested to spend much of his additional Assistant Head time this term in Year 6. Changes to the curriculum, tests and concerns about the existing year 6 cohort have meant that operationally in the short term we need to put all of our experience into year 6 to ensure that they achieve to the best of their ability during the KS2 SATs tests. The rest of the Year 6 team are currently inexperienced and there was not the capacity to move any other more experienced members of staff into Year 6 in the short term at the moment.

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Once SATS have finished, AHTL have a number of tasks

- 1) To use all the information he has to create a whole school curriculum overview and to oversee the subject leadership cycle to ensure that subject leaders monitor and manage their subjects effectively and efficiently
- 2) To focus on mathematics and working with teachers to ensure that mathematics remains our highest priority for development throughout the remainder of the summer term
- 3) To team teach/coach less experienced members of staff or those in need of support using the skills he has developed whilst working with the coach
- 4) To coach and develop the leadership role of (Phase 2 lead) in order to succession plan – freeing AHTL in future years so he does not need to step into the Y6 role.

3. How will the school ensure that the good work that has been started in maths is able to continue during the absence of one of the two leaders?

See above.

A member of staff has been working alongside both Julie and Luke from Edison to develop leadership skills and subject knowledge/leadership and has led a number of successful staff meetings and INSET sessions. For the first half of the summer term priority must be with Y6 class; and I am going to lead the subject development of mathematics until after May half term, when AHTL and a teacher will continue this work for the rest of the summer term. We have secured 3 x half days of Darren Ellsum's time in the summer term to help us develop our maths curriculum, knowledge and teaching. A teacher is also planning and organising the work we do annually in the summer term with maths specialist students from the university which culminates in a school wide maths day. All classes were encouraged to take part in a maths challenge to make cakes and sell them for a profit at parents evenings to part fund a return visit from the mathmagician. The teacher has also been facilitating the whole school development of the use of Sumdog and participation in local events.

4. How will the school maintain the momentum once Edison finishes? A lot of new, effective structures have been established since its introduction, but what checks and balances will be put in place to sustain the new initiatives?

By the time the Edison project finishes next year we will have a well-established middle leadership structure/team in place. Because all teams consist of more than one person we are able to succession plan and ensure continuity when staff members leave. All teams have very clear roles and responsibilities within the school and the format of three-weekly Extended Leadership Team meetings coupled with end of term Implementation Review meetings (with governor involvement) will continue. Strategies such as Achievement Teams, Key Learning Skills, Termly Learning Conferences and Class Learning Forums, all introduced by Edison, will be firmly established and embedded by the end of the project and will continue to grow and develop over time. If possible it would be good to link UPS teachers and also those receiving TLR points to these roles to ensure that colleagues are able to demonstrate a sustained and wide contribution to school life.

5. Early Years SEF: section on stretching most able pupils - how is this being done and how is it going?

Using open questioning and shared sustained thinking we encourage the more able pupils to develop and deepen their thinking and understanding, and communicate their thought process.

More able learners are expected to complete the independent challenge set out in the provision and the expectations of the adult led work is tailored to their next steps, e.g, in writing key pupils are working towards the early learning goal statement rather than to the 40-60m. Depending on progress in the initial set activity an adult led extension activity is sometimes set. More able writers also have extension group once a week for about 15/20mins. They have a home learning writing book which supports these booster activities. They also have reading books and hfw sheets tailored to their ability for home learning.

6. SEF. Can you tell us a little more about the cluster schools groups in light of previous conversations about CPD for teachers.

We are currently members of two clusters, one officially - Patcham and Preston and also the informal Chattri Cluster.

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Patcham and Preston Cluster consists of Cottesmore, Westdene, St John the Baptist, St Bernadettes, St Josephs, Patcham House and Cardinal Newman. This cluster has a number of sub groups – EYFS, Assessment, English, Maths and SEND all of whom meet regularly and organise their own CPD sessions which range from moderation to discussions about new policies and practice. I personally take part in termly triad peer-review sessions with the head teachers from St Bernadette’s and St Joseph’s. Feedback from teachers and colleagues is that some of these groups are more useful and beneficial than others. Despite this, teachers are encouraged to attend sessions as much as possible. We have been trying to negotiate with the other schools to move some of the sessions to a twilight after school slot as they are all currently during the school day. The cluster has received some money to fund supply for this and we have shared this between the schools.

The informal Chattri Cluster planned a joint INSET session together last year focusing on writing across the curriculum. Whilst writing is one of our main priorities across the school, having participated in the planning sessions we didn’t feel that full participation in this INSET was appropriate as we needed to introduce the Big Write into Carden and this was the most convenient time to do it. We invited colleagues from the other Chattri Cluster schools to attend our Big Write introduction and 2 members of staff from Westdene came along for the morning session.

The cluster is organising another joint INSET on 31st October this year which we definitely will take part in. The overall theme is ‘grit and resilience’ which fits well with our key learning skill and core value of aspiration and as it is one of the main drivers at Patcham High will also enhance transition for our students.

The Year 6 team take part in joint writing moderation with colleagues from the Chattri Cluster – both primary and secondary.

7. How are you identifying those students who are capable of achieving ARE+ Across the curriculum, ensuring that they are supported to make this progress and intervening to minimise gaps between identified groups (gender, ethnicity and PP) on this measure?

Children are identified in the first instance by class teacher assessment (and sometimes are also highlighted by previous schools if children join us after the beginning of reception onwards.) Our universal offer for all children ensures that children receive not only a broad, balanced and challenging curriculum but that lessons and activities are differentiated and children are encouraged to challenge themselves by self-selecting and peer/self-assessing to ensure that they are continuously progressing and moving their learning on.

Additionally children who are capable of achieving ARE+ are discussed both at Pupil Progress meetings and also during Achievement Team meetings. We have spent a good deal of time discussing how to extend and deepen children’s understanding in mathematics in particular but also that children are encouraged to challenge themselves and self-select suitably differentiated and challenging tasks in all subject areas. Teachers produce action plans to ensure that gaps for targeted groups are minimising rapidly.

Next steps: Unfortunately there is no member of staff overseeing this area. The SLT and I have agreed that we need to reorganise our leadership structure to put a key member of staff in charge of the leadership of provision for gifted, talented and more able students.

Enrichment activities for more able students will be investigated. Schools such as Brighton College and Roedean offer these sorts of activities in a variety of subject areas. We will also encourage higher achieving children to participate in external activities and events such as entering the national 500 words competition, Adopt and Author and other such projects. We are also going to make **higher achieving learners one of our priorities in our Summer Term Single Plan.**

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