

CARDEN PRIMARY SCHOOL
GOVERNING BODY

Meeting of:	Full Governing Body
Date/Time:	18 th July 2018 4pm
Location:	CARDEN PRIMARY SCHOOL
For:	Governors, Website, Sam Baker
Quorum:	6
Present:	Governors (voting) Sam Baker (SBK) – post appointment Sam Beal (SBL) Daniel Holmes (DH) Helen Longton-Howorth (HLH) Headteacher Hayley Mallipoudy (HM) Amanda Mortensen (AM) Chair of Governors Jeff Nixon (JN) Pete Sandeman (PSD) Paul Smith (PS) Natasha Sothcott (NS) Sophie Wadleigh (SW) Other (non-voting) Janet Johnson (JJ) Clerk

MINUTES

ACTION POINT SUMMARY

Item	Owner	Action	Due By
4.1	HLH	Circulate attendance information if required	EOT
5.2	AM	Take forward the exploration of areas for shared working with Coldean. FGB to consider any agreement.	Sept FGB
5.4	ALL	1. Consider governor duties and school priorities and bring to next FGB suggestions for governor roles for 2018/19 2. Complete and return skills audit form to AM or JJ (unless completed in last few months)	September August
5.4	AM JN JJ	Put forward alternative models for the GB to consider	Week before next FGB
5.4	JJ	Draw up new draft reporting template	
5.5	AM	Continue with recruitment	Ongoing
8.2	ALL	Book/ undertake training as appropriate, liaising AM if unsure	Sept

MINUTES

	DECISION AND DISCUSSION	ACTION
1	Welcome and apologies AM opened the meeting and apologies were considered. The absence of John Hull was noted and JJ informed he had not attended meetings this term. [Note, general introductions took place later in the meeting.]	
2	DECLARATION of Interest in items on the agenda. No new declarations were made when invited and all current governors could take full part throughout the meeting.	
3	MEMBERSHIP: This item was taken as part of item 5.	
4	<p>HEADTEACHER’S REPORT</p> <p>4.1 Governors had already considered the report provided and the performance data and initial actions arising had previously been discussed at CLA committee meeting. HLH talked through the report largely for the benefit of newer governors. The presenter of the attendance report was unable to attend.</p> <p>4.2 Further information was provided:</p> <ul style="list-style-type: none"> • The appointment of a suitable Early Year’s lead with the capacity to drive forward faster progress in line with Ofsted recommendations had been achieved at the beginning of the academic year. The other Ofsted recommendation was to move on the more able pupils. • The year 2 curriculum was already being revamped as one of the actions taken following the disappointing results for that year group. • The other year groups were doing as well or better than targeted. • Writing remained an area of priority and a lead teacher had attended comparative assessment training recently and updated assessment and actions would be in place in September. • The year 1 curriculum had been amended taking on board learning from another school, to improve the transition from Reception. • The targets for next year’s year 6 were higher. <p>4.3 Governors commented:</p> <ul style="list-style-type: none"> • The in-year data were important and noted the gaps were very small re the disadvantaged group. • Year 6 had made much progress in life skills, behaviour for learning and in the wider curriculum, beyond that measured by SATS. • It was recalled that many interventions and resources had been allocated to the year 6 cohort and the results had been as expected. Progress was usually very good at Carden but that further analysis of that would be available in September. <p>4.4 Is it always the weakest pupils that are discussed at progress meetings? No, sometimes those that are doing very well need to be moved on. We need to challenge them in a way that does not single them out. A governor had sat in a progress conversation that afternoon and could</p>	HLH

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	<p>confirm the position.</p> <p>4.5 Leadership and management. Finance. A small surplus was still projected but there were difficulties with sickness in the cleaning team. Admissions continued to be a challenge and HLH had spoken to the Council Committee to inform them of the difficulties. Next year there would be one class in year 4.</p> <p>4.6 Are falling rolls a localised trend? Yes. Housing is expensive. What about transport from areas that are oversubscribed? It comes back to parental choice. We have suggested mediation and a cooling off period prior to parents switching schools. We know the perception of the school has improved greatly.</p> <p>4.7 A governor recalled research that moving school was the most likely factor in limiting progress unless a good friend was found within 6 weeks of moving. It was felt an admission was an equality issue especially for disadvantaged pupils who were less likely to have influential advocates.</p> <p>4.8 Staffing. A learning mentor was still to be recruited and then the school would be fully staffed for September.</p> <p>4.9 Attendance had improved by more than 1%. There would be an attendance award assembly the next day and governors urged sensitivity re rewarding 100% attendance.</p> <p>4.10 Governors were impressed with the £24k raised by the PTA. It would be put towards enrichment experiences. Governors suggested a member of the group be invited to attend a governing body meeting to update them on their work. They were pleased to learn the fundraising group would be joining with the fundraising group of a nearby Junior school to host a circus and that September would see members of the eponymous Carden family visit the school for a celebration.</p> <p>What was the highlight for you? The half marathon, the Eastbourne tennis trip, the resilience of the year 6s at SATS. ... so many</p> <p>Who is the new school partnership advisor? Simon Chandler. Is he from the local authority? Yes, as a consultant.</p> <p>HLH was thanked for her report which was accepted.</p>	
5	<p>CHAIR'S REPORT</p> <p>5.1 Governors had already received and considered the report. AM had attended a number of school improvement monitoring meetings, such as a phonics learning walk, new parent visits, a local authority visit to the speech and language unit and meeting with the local authority regarding admissions.</p> <p>5.2 Some work had been undertaken with the leadership of Coldean school governing body and in discussion it was agreed further investigation into collaborative working with them should take place.</p> <p>5.3 Outgoing governors were invited to comment on their governing experience:</p>	AM

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	<ul style="list-style-type: none"> • There had been positive personal development • It had been good to work with the school, the staff and pupils. • It had been fascinating gaining a better perspective on the challenges of leadership. <p>Their contribution was appreciated.</p> <p>5.4 In discussion about the current workings and membership of the governing body it was agreed</p> <ul style="list-style-type: none"> • Alternative models would be put forward for consideration at the next meeting. • Governors would come to the meeting with their views on areas that needed governor links – data scrutiny had already been identified as an area to strengthen. • Improved feedback from visits would be beneficial. JJ would draw up a revised template. Governors were reminded ideas and guidance was available on ‘the School Bus’ an informative website. • The governor profile with parents could be reviewed. • Those governors not having completed a skills audit form this year should now do so. JJ would circulate. <p>HLH would issue the 2018 Yearly Planner in September and extended an invitation, as every year, for governors to attend the school improvement events.</p> <p>5.5 Governors had already considered the co-opted application and skill set of SB. He had also met with two members of the governing body and references had been followed up. Governors felt SB would be a valuable addition to the work of the governing body with his knowledge of business.</p> <p>❖ SB was co-opted to the governing body.</p> <p>Current education experience, child welfare and parental knowledge of the school remained strong skill areas on the governing body and governors agreed they would continue to seek another applicant to further extend the diversity of its skill set. The matter was left to AM to undertake further enquiries.</p>	<p>AM JN JJ</p> <p>ALL</p> <p>JJ</p> <p>ALL* JJ</p> <p>AM</p>
6	<p>MINUTES OF MEETING</p> <p>The minutes were agreed to be an accurate record and signed accordingly.</p>	
7	<p>MATTERS ARISING</p> <p>The insurance claim for the fence had now been settled. No other matters arising were discussed.</p>	
8	<p>SCHOOL IMPROVEMENT</p> <p>8.1 Committees</p> <p>8.1.1 HSW The minutes from the meeting 7.6.18 were accepted.</p> <p>8.1.2 D&R The budget had been recommended. The minutes from 8.5.18 were accepted.</p> <p>8.1.3 CLA The draft minutes from the meeting 11.7.18 were accepted.</p> <p>8.2 Governors (if not reported elsewhere)</p> <p>8.2.1 Visits No further visits were reported.</p>	

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	<p>8.2.2 Training. A governor had attended pupil premium/disadvantaged training and found it informative and interesting. The feedback report had already been circulated. The ASP training had been beneficial and recommended for all.</p>	ALL
9	<p>Items and work required for next meeting Some items had already been discussed. JJ reminded nominations for Chair and Vice Chair of governors should be forward to her in time for the next meeting.</p>	
10	<p>Any other urgent business Governors were pleased to learn that following the review of schools with which Carden was clustered, going forward these would now include Woodingdean, Longhill, Coldean and possibly Saltdean. The first meeting had already been held. It had been clear that schools wanted equal give and take from the partnership and to make the most of economies of scale and sharing expertise in, for example, joint writing moderation. Some funding would be available from one of the teaching schools. The partnership would be known as the Apple partnership - Aspiring partners in learning. The headteacher at Woodingdean would be the chair and co-ordinator. There being no further business, the outgoing governors were thanked once again and the meeting closed 17.40</p>	

..... signed Dated