

**CARDEN PRIMARY SCHOOL
GOVERNING BODY MEETING
MINUTES**

Meeting Type	Full Governing Body
Date/Time:	8th October 8.00 am
Location:	Carden Primary School
For:	Full Governing Body, Website
Quorum:	For decisions to be binding at least 5 governors required to be present. The meeting was quorate throughout.
Present:	Governors (voting) Sam Baker (SBK) Sam Beal (SBL) Helen Longton Howorth (HLH) Hayley Mallipoudy (HM) Alistair McNair (AMc) observer then governor from item 6 Amanda Mortensen (AM) Jeff Nixon (JN) Pete Sandeman (PSD) Natasha Sothcott (NS) [till 8.28] Sophie Wadleigh (SW) [from 8.33] Other Janet Johnson (JJ) clerk Lisa Perrin (LP) [until 8.22] Member of Senior Leadership Team.
Apologies:	The full governing body was in attendance.

	DISCUSSION AND DECISION	ACTION
1	INTRODUCTION Governors were welcomed to the first meeting of the full governing body of the academic year. No apologies had been received. No declarations of interest in respect to agenda items were received when invited. All governors could take full part throughout unless noted.	
2	ELECTION of CHAIR of GOVERNORS Note: JJ took the chair for this item and explained the position of Chair of Governors for a term of one year was required to be filled. She had received one nomination, from AM. JJ now invited further nominations. None were forthcoming and following an invitation to speak briefly, AM then withdrew. The remaining governors re-elected AM to the position of Chair of Governors and AM was recalled to the meeting and took the chair.	
3	PERFORMANCE DATA ANALYSIS (HLH) This item was taken as part of item 5.	
4	PUPIL PREMIUM DISCUSSION LP talked to a report that would be circulated. 4.1 Pupil premium funds were mainly used for staffing: learning mentors, an intervention teaching assistant, a counsellor, a play therapist and a specialist teacher one day a week who worked in school re literacy for those with difficulties and who also looked at re writing and spelling across the school.	

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4.2 The intervention teaching assistant scrutinised start and end points to evaluate progress. The focus was mainly on the years up to and including year 3 and included 'Talk Boost', a Fischer Family Trust intervention and a maths intervention for year 3.

4.3 Children were identified by the use of data, phonics and key stage 1 results. Focus was particularly on pupil premium children as well as those working under age related expectations. In the last 2 years it has also have funded termly learning conferences so children parents and teacher can meet once a year to focus on progress, particularly in years 2,5 and 6. This is an in depth meeting and about the child leading it so we hope it has a better impact throughout the year. The funds go to releasing the teachers to enable them to attend.

4.4 Learning Mentors were a key part of success and they now worked more with pupils within class to support pupils with learning and behaviour for learning. The benefit of having taken this approach in the early years was now being seen as good progress was being made in key stage 2.

4.5 Drawing on research undertaken by the Education Endowment Fund to establish the best way to utilise funds, the school retained focus on quality first teaching and metacognition, then speech and language and small groups. Practice is directly linked to the research. The counsellor and play therapies were very useful for children struggling with their emotions. There are a number of pupil premium children in the Speech and Language Centre and as they don't always access the extra-curricular or whole-school activities they have been given funds for that this year.

A governor could confirm a teaching assistant has been able to tailor support to a child.

4.6 For the early years' and foundation stage (EYFS) pupils' needs are more specific and need to be directed by the teachers and a very experienced teacher who also improves good practice has been allocated. The year 6 focus last year was additional booster sessions. A maths teacher attended for a couple of hours a week to focus on misconceptions and work with teachers. The groups were flexible but mainly pupil premium children.

4.7 A lot of work had been done with ICT resources, not only for those with education health care plans but also increasing the use of an online literacy programme to support individual writing and increasing independence in the absence of teaching assistants.

4.8 Attendance across school and with pupil premium children continues to be an issue so the school continued to pay for a home school officer that did all the paperwork and worked alongside the deputy headteacher to liaise with parents.

4.9 Outcomes. Progress for the pupil premium group was approximately the same as the non-pupil premium group but work was still needed to improve attainment, particularly with writing so a lot of work was linked in with the writing. We have sought assistance from a specialised team at the local authority that includes an Education Psychologist and they had attended to observe someone on their caseload but would also provide ideas to assist all the pupils in the class.

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	<p>4.10 This year funding would continue as before apart from more targeted funding years 2 and 3 to address the difficulties from the previous year. Evaluation methods continued to be very detailed.</p> <p>4.11 How do outcomes compare with national? The national figures are not known yet. How do the more able get on? We noticed some at that end who are not making the progress. HLH informed pupil progress meetings were due shortly when the progress of each child would be scrutinised.</p> <p>4.12 Governors would scrutinise the report that would be circulated and raise queries by email. HM, who had attended training in the subject, was appointed pupil premium link governor and would contact LP to arrange a first meeting. LP was requested to provide a brief written summary. LP was thanked and left 8.22</p>	
5	<p>HEADTEACHER REPORT</p> <p>5.1 Governors had already received the headteacher report reminding governors of the Ofsted Key Areas of Improvement and information relating to the four Ofsted areas and informing outcome targets for the forthcoming year. Outcomes had previously been reported. The school development plan had previously been circulated. The local authority 'at a glance and information performance pack' would be circulated.</p> <p>5.2 HLH talked through the report, gave some further information and took questions. Governors enquired why the new school partnership advisor, Simon Chandler, had initially commented that the pupil premium children had not made good progress and learnt that this had been based on just the raw data and he had later changed his mind.</p> <p>5.3 Phonics, an Ofsted area for focus, continued its improving trend and the target for 2018.19 was again raised. It was noted that some pupils were not expected to pass the year 2 test. NS leaves 8.28.</p> <p>5.4 Key Stage 1 HLH informed and some governors confirmed that action as previously reported had continued to address the shortcomings of the previous year. A lot of support had been put in to year 3 and Edison, the organisation that had previously helped the school with its drive for improvement had been engaged to assist with ensuring rigour and challenge and to aid the development of management skills to accelerate progress and learning in year 3. A brief background and explanation of the Edison project was provided.</p> <p>SW arrived 8.33</p> <p>5.5 A governor commented that the targets in year 3 were high given the outcome from year 2 and was informed this was because it had been considered they would not be challenging enough so the targets were based not on key stage 1 results but EYFS + an extra amount for challenge. What would the difference have been? Quite a lot lower.</p> <p>5.6 HLH informed she met with a member from Edison weekly to review books in</p>	

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addition to the regular monitoring and she was also helping year 2 with their English and started from scratch with their planning.
Do you think a governor needs to attend a meeting? A number of dates were suggested re staff meetings and book scrutinies.

5.7 Governors noted that as expected key stage 2 progress was above floor standard and the school did not fit the coasting definition. Targets this year for those meeting expected progress were: reading 81%, writing 75%, maths 70% and all combined likely to be 65 to 68%.

5.8 Quality of teaching and learning.

The learning weeks would continue and governors were invited to attend learning walks.

Are the pupils discussed by the achievement teams always the weaker ones?

No, they can be anyone a teacher needs a bit of help with.

5.9 Governors were interested to learn that Carden was trialling an online system of moderating and judging writing called Comparative Judgements that had been set up by an expert in the field, Daisy Christodoulou. The school would also have a senior leader of education working with them one day a week and with funding from the teaching alliance would be adopting the respected Pie Corbett scheme, Talk for Writing.

5.10 Leadership and Management

As expected, finances were still difficult. Recruitment was underway for a replacement Learning Mentor but in the meantime the senior leadership team were covering behaviour issues as all teachers were in class.

Governors did not feel this was good use of their time and enquired whether they had any support from the local authority or the virtual school. They have offered a Teaching Assistant for 3 weeks.

Can you backfill from say the University, a Gap year student? There may be difficulties.

Is the impact on the school part of any conversation re ensuring the correct school place for a pupil? Yes.

5.11 Governors noted the excellent work done by the Fundraising Committee and wished their thanks be passed on to the outgoing Chair. The new Chair was to be invited to the next D&R committee meeting.

Further questions were invited by email.

**6 GOVERNING BODY ORGANISATION
ELECTION of VICE CHAIR(s)**

The Chairs report had already considered. At a meeting of the chairs the priority links for governors had been agreed and that the current structure of 3 committees would continue.

It was noted JN and AM had met with the School Partnership Advisor as part of his know your school well visit and that he gave positive feedback about the governing body.

6.1 Membership

There were currently 3 vacancies for co-opted governor.

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	<p>AMc had applied to become a governor and met with two governors to take this forward. He now gave brief details as to his background and then withdrew. Governors discussed his application. It was acknowledged the governing body now needed strengthening in links with the community that were outside the parental body and that AMc would bring useful skills to the team.</p> <p style="padding-left: 20px;">❖ AMc was co-opted to the governing body</p> <p>AMc returned and another application was considered; however, it was noted that if taken on it would result in too many overlapping skills at the present time, so was declined.</p> <p>JJ was requested to undertake a skills survey as a base for future recruitment. AM would take forward governor mentoring for new governors.</p> <p>6.2 Governor links were agreed. SBL declared a conflict in becoming the equalities/PSHE link and this was agreed to be AMc. SBL – Health, Safety and Welfare SBK - Curriculum JN – The more able SW – Safeguarding HM - Pupil Premium and Disadvantaged PSD – Staff appraisal and Welfare SW – SEND PSD and JN - Headteacher performance management</p> <p>6.3 ELECTION OF VICE CHAIR The nomination of JN had been received. No other nominations were received when requested. JN withdrew. JN was elected to the position of Vice Chair of governors for a term of one year.</p> <p>6.4 In discussion:</p> <ul style="list-style-type: none"> • It was agreed training re governor visits would be desirable and this would be explored through the partnership. • JJ confirmed she welcomed appraisal meetings. • The delegation planner would be discussed at a future meeting. • Governors were requested to let AM know when they can attend the school meetings. The Staff meetings were at 3.40 to 5pm and the 8th December meeting was all day. • The terms of reference would be considered at committee meetings. 	<p>#</p> <p>AM</p> <p>JJ AM</p> <p>AM</p> <p>ALL Chairs</p>
7	<p>ANNUAL DECLARATIONS Governors had already passed to the clerk their annual declaration of interest, confirmation of continued eligibility to be a governor, confirmation they had read and would abide by: the September 2018 Keeping Children Safe in Education document; the acceptable use of ICT and draft governor code of conduct (which was now approved). JJ would follow up any missing items and the review of interests would take place later in the term.</p>	
8	<p>MINUTES for approval and MATTERS ARISING</p> <ul style="list-style-type: none"> • The minutes from the meeting on 18th July 2018 were agreed to be an accurate record and signed accordingly. • The 2018 Child Protection Policy had already been circulated and considered by governors. An enquiry was made as to recording. 	

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<p>❖ The Child Protection Policy 2018 was approved.</p> <ul style="list-style-type: none"> • Pay committee. This had not sat. JN and PSD were meeting directly after this meeting. <p>There being no further business, the meeting closed 9.34</p>	
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ACTION SUMMARY

ITEM	OWNER	ACTION	DUE BY
6.1	AM	Inform applicant.	
6.1	JJ	Take forward skills survey	
6.1	AM	Take forward governor mentoring	
6.4	AM	Take forward governor visit training	
6.4	ALL	Contact AM re availability to visit school – see HT report for dates	
6.4	Chairs	Ensure Review Terms of Reference for your committee	