



## Minutes of the Full Governors Meeting held on Wednesday 6 December 2017 at 5pm

### **1 - Declaration of Interest**

No conflict of interest was recorded.

### **2 - Welcome and Apologies**

Those present were:	Leigh Timbrell	LT (Chair)
	Norma McKemey	NMcK (Vice Chair)
	Eirian Painter	EP (Head)
	Tina Desciscio	TD
	Natasha Griffiths	NG (Staff Governor)
	Ali Cotton	AC
	Alan Mulrooney	AM
	Philip Baylay	PB
	Sharon Compton	SC
	Dinah Beauchamp	DB (Clerk)

Apologies received and accepted from Caroline Mazzotta (CM) and Emma Diprose (ED)

### **3 - Approval of Minutes from last meeting and Matters Arising**

A matter arising is EP/LT is attending a meeting with the purchaser of the Pumping Station on 14 December to hear his/her intentions for the land. LT advised that the Goddard Covenant ends this year meaning that businesses can be opened and run from people's houses. LT discussed the Link Governor role as looked at by curriculum committee. It was agreed that this constituted a realistic starting point for the role of Link Governors.

The minutes of the last meeting and they were approved and signed by LT.

### **4 - Review of Actions from previous meeting and Actions from this meeting**

It was stated that most actions had been completed.

- **AC** to meet with Andrea Chapman in the second week of January regarding the Safeguarding Audit.
- Clerk to amend the Code of Conduct and Handbook by putting a signature box on it.
- Clerk to respond to email from Anna Richardson at Governor support to advise her that **TD** is now a Co-opted Governor along with the remaining previous Parent Governors and that the two longest serving Governors will be the only two Parent Governors.

## **5 - School Highlights**

A summary of all the school events and highlights since the last meeting included:

- Yr 5 attended a trip to @Bristol and everyone felt that the later returning time worked well. It was asked if coming back later had an impact on the cost but it doesn't. There is just more of an emphasis on making sure that permission slips are signed and returned as the children are returning after school hours.
- IOW and Braeside were very well attended with a mix of children - hopefully the two displays showing how much fun it is will garner much enthusiasm for next year's co-horts.
- Tina Dee and two young carers attended a ceremony where Lainesmead was awarded a Young Carers Ambassador award for the school's fundraising, drop-ins and on-going work with our young carers. **TD** thanked **EP** for her support.
- **NG** organized a wonderful Children In Need Talent Show which raised £417.70 for the worthy cause. It was noted that a significant number of the children performing were vulnerable and had received much support from the school.
- Year 6 had WW1 author and historian Mark Sutton in to talk to them which was very well received. They asked lots of really intelligent questions.
- Year 5 had the Space Dome in which is always a huge success.
- Network Rail presented an assembly on safety around railways and the electrification process - it was very interactive and well run.
- Becci Smogur and Andrea Chapman ran the Anti-bullying week with two assemblies and a planned lesson.
- Dogs Trust visited
- **NG** took all Year 6 boys to a poetry workshop at Swindon Town Football Club which saw the boys very engaged.
- Year 6 made the annual pilgrimage to Gorse Hill Church to make mince pies and learn about the true meaning of Christmas.

## **6 - Matters arising from Committee and Feedback on progress towards SDP targets**

6.1. Curriculum committee attended a presentation by Donna Saxby regarding the new ASP and internal data dashboard. They then analysed the school's strengths and weaknesses (with the results all logged on the Hub under the Curriculum minutes for all governors to look at)

6.2 The Finance committee reported that several items have been deferred till the next meeting (17 January 2018).

The committee went through in detail the Health and Safety audit carried out by SBC

The committee heard from **SE** about the Nursery Project Update (incl Tendering period)

Staff and Head teacher pay rises were discussed as well.

## 7- Feedback from Notes of Visits

Governors had been asked to read the LA review and put forward any questions they had.

**EP** stated that the SLT had gone through the recommendations from the review and put so many things into place already that it feels like the review is out of date already.

With regards to teaching and learning a question was asked to clarify the "non-negotiables". Non negotiables are the expectations that all teachers follow with regard to: behavior, planning and teaching etc.

Q: with regards to page 2 and the effectiveness of the SLT - what does share the school's self-evaluation more proactively and succinctly mean?

A: **EP** replied that the SLT were all confused by that statement as they felt that they (the SLT) hadn't been allowed to say all they wanted to say when being questioned by the LA. The SLT weren't given the impression that the session was to be run that way so felt slightly on the back foot.

**LT** added that the SLT had come out very well in the report but had been let down by inconsistencies in teaching. **NG** gave an insight from the teacher's point of view and said that they had all built it up in their minds and "over-thought" it thus not delivering the best lesson that they could - nerves had got in the way.

The resulting book scrutiny (carried out on the following TD day) had highlighted inconsistencies in marking and **NG** said that it had been very helpful and she found that a lot of the inconsistencies across the school had been smoothed out. **EP** added that the impact was immediate as a result of the book scrutiny.

Q: what is the follow up from the improvement in the inconsistencies?

A: Kate Bees and Donna Saxby have been released from teaching to work with all teachers on planning and getting rid of these inconsistencies.

Q: are the inconsistencies between two teachers in the same year group?

A: yes in some but also within whole Key Stages.

Q: so is it more about delivery of the lessons?

A: yes in a way but a teacher has to own their planning and delivery the lesson in the best way possible for their own class.

There was a discussion regarding the LA's review of the Governance of the school and a question was raised regarding the Governors and their need to be more robust, is this a fair statement?

LT replied that she thought it was fair at the time and that Governors have done so much already to improve their challenging already such as introducing a protocol to challenge school policies.

With regards to the comments on Maths Mastery, EP thought perhaps that the LA review personnel did not know enough about Maths Mastery to make a judgement or comment. Part of the new planning is to cut down on the amount of talking that teachers do during Maths which will enable children to get past the "DO IT" part of the lesson.

LT observed a Year 6 Maths lesson and commented that not a lot of children got past the "DO IT" question as it was a new topic being introduced so therefore children needed to be taught it for longer in order to grasp the concept then go and do it. The teacher had clearly use effective assessment for learning to ensure the children were ready to move on.

EP added that the teachers know the importance of the "challenge it" part as it promotes reasoning skills and four teachers are going on a Challenge Partners Reasoning Skills course.

Q: Under the Behaviour Management section, Year 3 is given a particular mention as poorly behaved - is this still an issue?

A: This has been vastly improved and NG pointed out that not only are there a lot of tricky children in that year group but there is also an NQT in one class and a job share in the other.

## **8. Chairs Report (8.1), Govs training (8.2) reports from link governors (8.3) governor visits to school (8.4)**

**8.1** Chairs report - see item 6 - all minutes on Governor HUB.

**8.2** Training and meetings

**LT:** TD day  
Chairs network  
SIP visit  
Parent's evenings - running book stall/questionnaires  
Govs and Clerks briefing  
Maths Lesson Observation with Governor ED

**SC:** Head Teacher Performance Management training  
Health and Safety Audit

**NMcK:** IT update training

**AM:** New Governor Training x 2  
**ED:** Maths Lesson Observation  
**DB:** Govs and Clerks briefing

- 8.3** **SC** in her role as Health and Safety Link Governor attended the Health and Safety Audit with Sarah Ellison and they both fed back to the Finance and Staffing committee - the report and their feedback is on Governor Hub under Finance and Staffing Committee Minutes
- 8.4** **ED** observed a Year 6 Maths lesson and **SC** attended the Health and Safety Audit.

## **9. HT Report (written and linked to SIP)**

**NMcK** complimented **EP** on her fabulous written report (posted on the HUB)  
The governors had been sent the report so had read it prior.  
LT noted that this had also been praised in the LA review.  
Questions that came out of it were:

- Q:** Re: **Target 1** and the early identification of staff needing support - how many teachers does this involve and is support in place and being effective?  
**A:** There are four teachers currently being monitored with support in place. They are now at the stage where the actions they have been working on need to be assessed.
- LT** thanked Liss Mepsted for excelling at the data compiling and asked that Governors made sure that they spent time looking at the "Big Picture".  
**Target 2:** the introduction of teacher-led interventions and the positivity in the year groups that have full-time teachers in each class.
- Q:** why is it not working with shared teaching classes?  
**A:** it is difficult to manage with part-time teachers sharing a group due to inconsistencies
- Q:** Does this mean children in shared classes are disadvantaged by not having teacher led interventions?  
**A:** No as in these year groups are specialist TAs who run specific interventions such as phonics.
- Q:** so what are the impacts of the teacher-led interventions?  
**A:** it is too early to say

### Areas not in the School Improvement Plan

The Governors asked for there to be some National Figures regarding the data on Attendance.

## 10. SEF and SDP

LT requested that all Governors look at the SDP in their own time and see what pertains to their link governor role.

The Governors then split into three groups to focus on the SEF in detail and cross reference with the Grade descriptors for outcomes for pupils (issued by Ofsted - October 2017). The object of the exercise was to see how we can maintain our "GOOD" status against the outcomes for children section. The groups reconvened and shared their findings as follows:

### **Early Years (analysed by AM, EP and TD)**

The Gobs analyzing the EY data felt that there were points where they felt our "Good" status could be lost due to the GLD slip.

With additional data showing the huge improvements (average progress is 4 jumps) and the lower than last year's starting points, this might not be as bad as first thought.

Boys definitely need to be brought in line with the school's boy results and the gap between disadvantaged and not is closing (but not yet closed).

The nursery is having a positive effect as the children are arriving into Early Years with a much higher baseline.

Q: Would bringing the nursery on-site continue improvement?

A: Absolutely

There appears to be good parental involvement with workshops being well attended and parents/carers really enjoying the Interactive Learning Diaries.

Being a "Good" language rich environment was discussed as it was mentioned as an issue in the LA review. This was much debated as a number of Governors felt it is language rich. AM was surprised that we were not rated Outstanding in this area and the EY staff felt the comment was unfair as they feel that they are by not just putting up lots of words that EY children can't access yet but using words/describing words/drawing words etc. which is much more purposeful.

### **OUTCOME: ARE WE STILL "GOOD" IN EARLY YEARS?**

Yes

### **Key Stage 1 (analysed by AC and PB)**

Both Gobs stated that they found it hard to find data in the three different sets of paperwork and suggested that National figures were needed to be included in the SEF. They stated that the report highlighted some blips in the 2015/2016 introduction of KS1 SATS. EP explained

that there was some confusion in the codes used to grade children. Subsequent training has ensured this will not happen again.

Q: How can we work out if we are improving?

A: Pupil achievement and attainment data.

PB and AC stated that there was a definite improvement in Phonics results from the 2015/16 records and that trend followed with Reading, Writing and Maths. It was harder to see in other subjects however. It was mentioned that the SEN data in the ASP was incorrect, this had been discussed in a previous Curriculum committee meeting.

### **OUTCOME: ARE WE STILL "GOOD" IN KEY STAGE 1?**

*If you told the story of Early Years and Key Stage 1, then YES we would be, i.e. using case studies and data relating to mobility.*

### **Key Stage 2 (analysed by LT, NMck, NG and SC)**

The above Governors also stated that they found it hard to find data in the paperwork but that they felt that there was consistent strong progress across the school and in writing at the end of KS2. Again, no clear evidence of subjects other than Reading, Writing and Maths. They felt that PPG/disadvantaged children could do better in some year groups and that it was hard to find SEN evidence so they were not 100% confident to make a judgement on progress of those children.

There appeared to be no evidence of any more than expected results and that there was a big disparity between teacher assessment and external assessment in Reading.

### **OUTCOME: ARE WE STILL "GOOD" IN KEY STAGE 2?**

*Yes we could be good with a whole lot of data/case studies behind us to back us up.*

LT stressed that having attended the SIP meeting, she was confident EP and the SLT had this data ready to share. It has already been agreed to share the Venn diagrams and other examples of 'gold plating' data at the next Governor meeting.

**ACTION**

### **GENERAL COMMENTS REGARDING THE ANALYSIS**

All Governors expressed a concern regarding our lack of evidence for subjects other than Writing, Reading and Maths. From January 2018 KS1 and 2 will be using just ONE book for Literacy and Topic work (including Geography and History) - this may extend to Science too. Maths books will stay separate. There will be a new book for every Topic (i.e.: a new book each term).

EP agreed there was a need to use the assessments made in foundation subjects in order to analyse achievement across the school in ALL areas.

**ACTION.**

Q: Exactly how much data do Governors have to know for an Ofsted visit?

A: SAN (previous chair) shared with LT that she had never been asked specific data questions, rather using data to focus on the strengths and weaknesses across the school.

Also a colour key chart is needed to clarify progress by year groups and the impact of PPG funding on progress. All Gobs acknowledged that it is a monumental piece of work. PB and AC asked if the format could be changed to move towards: OFSTED/POINT/ACTION.

EP to look into this format **ACTION**

**AOB**

No other business

**Meeting closed**

The meeting closed at 7.20pm. The date of the next meeting is 31 January 2018.

Signature ..... Date .....  
Chair of Governors