

Minutes of the Morley Memorial Full Governing Body

1 October 2015

Attendance: Anna Robinson (AR)
 Guy Turner (GT)
 Helen Devlin (HD)
 Marc Neesam (MN)
 Melissa Ward (MW)
 Nicky Odgers (NO) (Chair)
 Nikki Brown (Head)
 Ruth Kersher (RK)
 Sarah Smalley (SSm)
 Emma Linney (EL) (Clerk)

Apologies: Caroline Louth (CL)
 Philip Colligan (PC)
 Sarah Seed (SS)

Venue: School

	Notes	Actions
1.	<p>Apologies</p> <p>Apologies for absence were received and accepted from PC and SS. CL did not attend.</p>	
2.	<p>Notice of AOB</p> <p>Sarah Smalley: overview.</p>	
3.	<p>Correspondence (circulated)</p> <p>There were no comments on the correspondence received by the Chair regarding the building redevelopment, or on her response.</p>	
4.	<p>Annual GB housekeeping (chair's report, terms of reference, delegated decision planner, code of conduct, governance statement, standing orders, declaration of eligibility circulated)</p> <p><u>Election of chair and vice chair:</u> As described in the standing orders it is only necessary to elect the chair and vice chair once every 4 years.</p>	

	<p><u>Agree committee structure and link governors:</u> The GB agreed that the current structure was efficient. It was agreed that once the three current GB vacancies were filled, committee membership could be adjusted to ensure relevant distribution of skills. Early Years and one pupil premium link governor roles were currently unfilled.</p> <p><u>To review and agree terms of reference for FGB and committees, delegated decision planner and standing orders:</u> The Chair outlined the suggested changes to the FGB terms of reference, as set out in the Chair’s report. There was also one slight amendment to the RC terms of reference. The GB agreed to adopt the changes. The DDP was also confirmed as accurate. The number of FGB meetings in the standing orders was amended to 2 in the summer term from 1.</p> <p><u>To sign the annual register of pecuniary interests and note the requirement to publish on line:</u> The GB asked the Clerk to publish the register once GBs had noted any interests.</p> <p><u>To review and agree the annual governance statement:</u> The GB agreed that the attendance of all GBs who were members during 2014-15 should be published, even if they had since resigned. There was a discussion about the GB blog and its frequency.</p> <p><u>To sign up to the GB code of conduct, guidelines for ‘keeping children safe in education’ and sign the declaration of eligibility:</u> It was noted that a more recent version of the Code of Conduct than the one which had been circulated had been adopted at the vision and values day in the spring. GBs queried whether a newer version of the declaration of eligibility form was available, referencing the new ‘disqualification by association’ regulations. The Clerk would check. GBs signed that they had read and would adhere to the ‘keeping children safe in education’ guidelines.</p>	<p>Clerk: Update terms of reference and upload to GB website.</p> <p>Clerk: publish register of interests on school website.</p> <p>Clerk: publish annual governance statement online.</p> <p>Clerk: Request revised version of declaration of eligibility form and bring to next meeting.</p>
<p>5.</p>	<p>Membership and training</p> <p><u>Membership:</u> The GB noted the three current vacancies. The GB is required to appoint new governors to fill skills gaps. It was decided to carry forward planning for recruitment to the next meeting when GBs would have completed a skills audit.</p> <p><u>Training:</u> The Chair advised that she had now completed the Chairs’ Development Programme and had found it very useful. There was no other feedback. The Chair outlined plans to offer some training to GBs before committee meetings, running from 7.00-7.30pm on topics such as ‘target</p>	<p>Clerk: carry forward GB recruitment discussion to next meeting.</p>

	<p>tracker'. The GB agreed that this would be useful.</p>	
6.	<p>Minutes of FGB meeting 13 July 2015 (circulated)</p> <p><u>Leaver's data 2014/15 (item 14, pp.7)</u>: The Head circulated data showing numbers of children who left the school during the summer term and their destination schools. There was a discussion about children who were now 'missing in education'.</p> <p>It was noted that AR and SSm had actually been present at the meeting. Clerk to amend.</p> <p>The minutes were otherwise agreed as a true record and signed by the Chair.</p>	<p>Clerk – upload minutes to school website</p>
7.	<p>Committee reports (circulated) and updates</p> <p>Resources Committee 16 June 2015 PC was not present to give a summary. There were no questions or comments.</p> <p>Learning Committee 29 June 2015 NO advised that much of the focus of the meeting had been on pupil data. There were no questions of comments.</p>	
8.	<p>Head's report (circulated, plus non-validated end of year data)</p> <p>The Head circulated school census data drawn from new software called 'perspective', which the GB agreed was very informative.</p> <p><u>School information</u>: It was noted that the member of staff with responsibility for looked after children was Kerry Darby. The link governor was Helen Devlin.</p> <p><u>Outcomes and data</u>: The data group (MW, AR, MN and NO) had met recently to go through the data, and had submitted questions to the Head in advance.</p> <p>A GB asked whether it would be possible to compare the school's data with other, similar schools. Head: This would be possible using the Ofsted data dashboard and Rasieonline once validated data was available towards the end of the year.</p>	

A GB asked why attainment in writing was less secure than in reading, whether this was a national trend, and how the school was addressing it.

Head: Agreed that it was a national issue. Reading does tend to develop earlier than writing skills do. Research is looking at boys' development in writing, to consider why trends continue regardless of intervention strategies.

A GB noted that attainment for boys in KS2 was generally lower than attainment for girls. They asked when the gap between attainment in boys and girls becomes a worry.

Head: This gap reflects a national trend. However, it is a worry now. She noted that small schools are more susceptible to cohort variations. However, she also felt it was important to prioritise both progress and attainment for boys.

A GB asked for caution around terminology in the Head's summary sheet on pupil outcomes, and felt that a slight fall in progress or attainment didn't necessarily warrant being called a 'weakness'. GBs asked the Head to draw GB attention to significant issues in her next report. There was also a discussion around the need to be cautious around variance due to the small sample sizes.

A GB noted that the attainment of children in receipt of pupil premium was generally worse than those without, the pupil premium pupils in Year 6 had made very good progress over KS2. The Head agreed that this group tended to have lower than average attainment in their first years at school, but that their capacity to develop was great. A GB asked what strategies had been particularly effective. The Head felt strongly that the staff with the potential for greatest impact on children in vulnerable groups is the class teachers themselves. She had therefore used some PP funding to buy in additional supply teacher cover, giving class teachers time out of the classroom with small groups of children. She planned to continue this strategy where funding allowed, for short, focused bursts of intervention.

A GB asked why L4+ reading attainment had dropped on the previous year.

Head: The upper KS2 phase leader had been asked to produce case studies on the children who did not make L4. Poor attendance had contributed. Some had narrowly missed the mark, and in other cases teacher assessment prior to SATs may have been optimistic. Attainment in reading may also have dropped because this year the school had focused attention on developing writing and SPAG.

	<p>A GB asked about progress of children in vulnerable groups compared with other groups. Head: progress largely mirrors the rest of the school, with attainment highest in reading, followed by maths and then writing.</p> <p>A GB noted that the progress of children with SEN in KS2 had been very good. They asked what had contributed to this. Head: Writing had improved because it had been a focus of last year's SDP. However, caution is required because focus in one area can mean others are at risk of slipping.</p> <p>It was noted that attainment of EAL children was generally better than non-EAL children by the end of KS2. A GB asked what contributed to this. Head: KS2 progress tends to be better than KS1 due to language acquisition. The Head noted that this group now makes up 25% of the student population.</p> <p><u>Teaching and learning:</u> There were no questions or comments.</p> <p><u>Behaviour, safety and well-being:</u> The Head felt it important that this area remain on the SDP in order to keep the focus on developing the whole child, rather than just on progress and attainment.</p> <p><u>Leadership and management:</u> A GB asked what was in place to provide leadership development for middle-managers. Head: The new subject leadership guide would help managers focus on the difference their leadership has actually made at the school. Subject leadership would be allocated following the performance management period. The Head felt leadership and management should be a priority for the school, in order to address inconsistency and capacity, and to widen ownership of school development further than the existing SLT.</p> <p><u>Changes to assessment:</u> There were no questions. This would be covered in detail at the next meeting of the Learning Committee.</p> <p><u>Buildings and premises:</u> The Head advised that the LA and project management firm hoped to submit the planning application for the building redevelopment work early in the new year. Unfortunately this would have a significant impact on the playground redevelopment, as the tender documents would have expired.</p>	
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	<p>The Chair thanked the Head and all staff for getting the school up and running so quickly after the flood in July. This would be discussed in more detail at the next meeting of the Resources Committee.</p> <p><u>Attendance:</u> A GB asked what strategies had contributed to the improved attendance figures. Head: Continuing to decline requests for term-time absence and felt that some parents do reconsider taking their child out of school as a result. The Head stressed the importance of addressing poor attendance in vulnerable groups in order to ensure that in-school interventions have the chance to work. Put simply, if children aren't in school intervention strategies cannot work.</p>	
9.	<p>School development plan 2015-16 (SEF and outline SDP priorities circulated)</p> <p>The Head explained how the SLT had compiled the SEF via thorough evaluation of the school under the new Ofsted framework, and that 5 key areas for development had been identified. Staff input had been obtained at the whole school conference day in September.</p> <p>A GB asked how the priority curriculum subjects had been identified. The Head advised that this had come from subject leader self-evaluation.</p> <p>A GB asked how outstanding teaching would be developed and measured. The Head described a new teaching and learning development plan drawn up for all teachers this year. In addition, the school would move away from judging teaching based on single observations to judging quality over time, looking at outstanding practice rather than simply outstanding lessons, which could be one-off.</p> <p>It was agreed that the draft priorities identified were appropriate. The GB asked the Head to further develop the outcomes and success criteria to ensure that the objectives were measurable, and to add in timescales.</p>	Head: bring SDP to next meeting
10.	<p>Data</p> <p>Covered in 8, above.</p>	
11.	<p>Parental questionnaire (summary of main issues circulated)</p>	

	<p>The Head highlighted the main issues that had come out of the parental survey in the summer term. Numbers of responses from parents of boys were oddly lower than those from parents of girls. Furthermore, small response numbers made it difficult to identify trends.</p> <p>There was a discussion about homework, which was the area in which respondents expressed the least satisfaction, although reasons varied from 'too much' to 'not enough'. The Head would be making a plan for homework with input from teaching staff in order to gain clarity on purpose, impact and marking.</p> <p>A GB asked for further information on responses to the question about 'happiness'. The Head would be carrying out a pupil voice survey with similar questions to see if this matched parent survey data.</p> <p>A GB asked about behaviour and bullying. Work would be done with children during anti-bullying week (16 November).</p> <p>The Chair would circulate full questionnaire responses and asked GBs to read through focussing on areas covered by their link governor role. The questionnaire would be discussed again at the FGB in November.</p>	<p>Chair: circulate full responses.</p>
<p>12.</p>	<p>Policy reviews (drafts circulated)</p> <p><u>Safeguarding</u>: This had been updated with new 'Prevent' guidelines. HD (link governor for safeguarding) had met with Kerry Darby for a briefing on this and other issues and would feedback at the next FGB. The policy was ratified and would be reviewed again in one year.</p> <p><u>SEND</u>: There were no questions or comments. The policy was ratified and would be reviewed again in one year.</p>	<p>HD: Safeguarding visit report to next FGB.</p> <p>Clerk: Upload policies to school website.</p>
<p>13.</p>	<p>Meeting dates 2015-16</p> <p>FGB: 16 November, 8 February, May, July tbc</p>	

	<p>LC: 4 February, 16 June RC: 20 October, 1 March, 3 May</p>	<p>Clerk: update meeting dates on GB website.</p>
14.	<p>AOB</p> <p>Sarah Smalley had obtained a list of ‘questions Ofsted may ask’ and was keen to know where to find all the information. It was agreed that The Chair would circulate the list, and she asked GBs to answer them from their link governor perspective. She would then compile these into one working document to be updated periodically. MN noted that the Wellcome Trust had produced a similar list for Governors relating to the science curriculum but which could be adapted for other subjects.</p> <p>The Head noted that under the new Ofsted inspection regulations an inspection would be due anytime from November 2015.</p>	<p>MN: circulate Welcome Trust questions</p> <p>Chair: circulate Ofsted questions</p> <p>GBs: answer questions relating to link governor role.</p>
	<p>The meeting opened at 7.30pm and closed at 9.45pm</p>	

All decisions pay due regard to the school's equality policy and the Equality Act 2010

Abbreviations: GB – a governor/the governing body, DDP – delegated decision planner, SEND – special educational needs and disabilities, RAP – raising achievement plan, EY – early years, RC – Resources Committee, SL – subject leader, NC – national curriculum, ARE – age related expectations, PP – pupil premium, SLT – senior leadership team, KS1 – Key Stage 1, KS2 – Key Stage 2.