

# Minutes of the Morley Memorial Full Governing Body

13 July 2015

Attendance: Anna Robinson (AR)  
 Antony Carpen (AC)  
 Caroline Louth (CL)  
 Guy Turner (GT)  
 Helen Devlin (HD)  
 Nicky Odgers (NO) (Chair)  
 Nikki Brown (Head)  
 Philip Colligan (PC)  
 Rachel Calder (RC)  
 Ruth Kersher (RK)  
 Sarah Seed (SS)  
 Sarah Smalley (SSm)  
 Emma Linney (EL) (Clerk)

Apologies: Marc Neesam (MN)  
 Melissa Ward (MW)

Venue: School

	Notes	Actions
1.	<p><b>Apologies</b></p> <p>Apologies for absence were received and accepted from MN and MW.</p>	
2.	<p><b>Notice of AOB</b></p> <p>None.</p>	
3.	<p><b>Declarations of interests</b></p> <p>None.</p>	
4.	<p><b>Correspondence (circulated)</b></p> <p>The GB reviewed email correspondence between the Chair and a parent relating to the proposed school redevelopment. The Chair circulated her response to the latest email dated 9<sup>th</sup> July 2015.</p> <p>The GB discussed the parent's request for all GB minutes where the redevelopment had been</p>	

	discussed to be uploaded to the school website and agreed to do this in the spirit of openness. It was agreed that these documents should go on the redevelopment webpage.	Clerk – upload relevant minutes to website.
5.	<p><b>Minutes of FGB meeting 10 February 2015 (circulated)</b></p> <p>There were no matters arising not covered elsewhere in the agenda.</p> <p>The minutes were agreed as a true record and signed by the chair.</p>	Clerk – upload minutes to school website
6.	<p><b>Committee reports (circulated) and updates</b></p> <p><b>Learning Committee 26<sup>th</sup> January, 11<sup>th</sup> May 2015</b> NO advised that the main focus of the two meetings had been the school development plan, which would be covered later in the agenda.</p> <p><b>Resources Committee 10<sup>th</sup> February, 24<sup>th</sup> March, 5<sup>th</sup> May</b> PC highlighted the budgetary discussions and approval as the main focus.</p> <p>There were no questions or comments.</p>	
7.	<p><b>Decisions made at the Visions and Values Day, 20<sup>th</sup> March 2015</b></p> <p>The GB asked the Clerk to minute its approval of the Year 6 residential trip to Aylmerton and the agreement to adopt the new code of conduct, both of which had been discussed at the Visions and Values day in March, which had been quorate.</p>	
8.	<p><b>Membership and Training (2014-15 training log circulated)</b></p> <p><b>Membership:</b> The Chair advised that RC had resigned from the GB and that this would be her last meeting. The GB thanked Rachel for her hard work and enthusiasm during her time as a governor. There were now two vacancies. The GB decided to wait until the new school year before recruiting to these.</p> <p><b>Training log 2014-15:</b> The GB reviewed the list of training courses attended during the school</p>	

	<p>year. The new training programme would be circulated as soon as it became available. The Chair informed the GB of a new page on the GB website to be used for uploading training manuals and briefing notes which should help share useful and relevant information.</p>	
<p>9.</p>	<p><b>Headteacher's Report (circulated)</b></p> <p>The Head highlighted key points.</p> <p><b>Achievement:</b> See item 10, below.</p> <p><b>Curriculum, teaching and learning:</b> there were no questions or comments.</p> <p><b>Quality of teaching:</b> It was noted that some lesson observations were still to be undertaken when the report was compiled.</p> <p>A GB asked what systems were in place to facilitate a teacher improving their practice over the course of a school year. The Head described the systems that lead teachers to identify their own areas for personal development, including coaching sessions. She felt that while these were time intensive, they were also very effective at improving teaching standards.</p> <p>A GB asked whether PPA cover staff were observed and coached in the same way. The Head answered that they were.</p> <p><b>Behaviour, safety and well-being:</b> there were no questions or comments.</p> <p><b>Leadership and Management:</b> there were no questions or comments.</p> <p><b>Staffing:</b> A GB asked about the potential impact on staffing from September when there would be an increase in the number of NQTs. The Head advised that she was very confident in the new appointments, but agreed that they would require support.</p> <p><b>Buildings and Premises:</b> A GB asked for more information on the debris affecting the grass area of the main playground. The Head outlined the problem and described the work that would be taking place over the summer holidays.</p>	

10.	<p><b>School development plan (summary and visit reports circulated)</b></p> <p><b>Review SDP 2014/15</b>                  The Head highlighted key points. She was not concerned by the number of ‘ambers’ in the RAG summary, many of which were due to over-ambitious targets in the SDP.</p> <p><b>Target 1: To embed and deliver a consistent curriculum</b>                  RC and SSm fed back on their visit. Resourcing of the new curriculum is an issue and it was felt that this would improve with more focused spending priorities. Discussion highlighted that embedding the new curriculum was a huge task which would require further development next year.</p> <p><b>Target 2: To establish a consistent system of assessment compatible with the new ‘no levels’ approach</b>                  NO and AR fed back on their visit. Discussion highlighted that staff had had some initial training with Target Tracker software but were not yet using it across the curriculum. Staff would require training and considerable time to get to know the software and also to become familiar with the new assessment system, in particular the level descriptors in every subject area. Implementing the new assessment system will remain a priority next year.</p> <p><b>Target 3: To raise achievement in spelling and grammar</b>                  The Head noted that there weren’t yet any national age related expectations for SPAG at Y1-5. However, she felt that the excellent Y6 SPAG results were a direct result of the focus on the subject brought about by the distinct SDP target. Next steps would be to cascade interventions down through years 1-5 to improve results there. She reported that TAs had been given more ownership of SPAG, and that this was working well and impacts were evident. AR and NO fed back on their visit. Discussion highlighted that there was not a consistent approach to teaching SPAG throughout the school.</p> <p><b>Target 4: To provide support and challenge that is appropriate for all learners by improving the quality of teaching</b></p> <p>There was discussion around why target in this area appeared to have been more successfully met than in other areas. The Head felt that this was due to lots of systems in place for improvement in this area, and that targets here were more manageable and clearly defined. PC reported that he</p>
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	<p>had not completed a school visit for this target, but would prioritise this in the autumn.</p> <p><b>Planning for SDP 2015/16</b>          There was a discussion around the Head’s suggested priorities for next year, which would follow the headings of the new Ofsted inspection framework.</p> <p>Suggested priorities:</p> <ol style="list-style-type: none"> <li>1. <b>Achievement:</b> further focus on the progress of vulnerable groups, to be defined following data analysis</li> <li>2. <b>Teaching, learning and assessment:</b> further development of secure subject knowledge amongst staff, based on the idea of good teaching being rooted in good subject knowledge.</li> <li>3. <b>Behaviour, safety and well-being:</b> working with children to become more active in preventing bullying.</li> <li>4. <b>Leadership and management:</b> building capacity to secure all of the above.</li> </ol> <p>The Chair advised that next steps would be to discuss a draft SDP at the first FGB at the end of September, and to formally agree it in November.</p> <p>A GB asked how many staff would identify themselves as having a leadership role within the school. The Head answered that there were two phase leaders, plus additional middle-leadership positions where teaching staff have subject leadership responsibilities.</p> <p>A GB asked when the new structure would be in place (assistant heads and year group leaders). The Head answered that one assistant head had been appointed to start in September. YG leaders would be phased in over the next three years.          There were no further questions or comments.</p>	
<p>11.</p>	<p><b>Data (assessment data circulated for all year groups and end of key stage 1 and 2, plus EYFS and phonics screening test results)</b></p> <p>National data allowing comparisons with other schools would not be available until October/November and would be brought to the GB at that point.</p> <p><b>EY and KS1 data:</b></p>	

	<p>A GB asked the Head which of the results she was most proud of. The Head felt that the rise in expectations of children in EY and across KS1 had led to improved attainment. She also felt that the Y2 results were impressive given the GLD of that cohort when they started in EY.</p> <p>A GB asked why the phonics screening test results had dropped 6% on last year. The Head felt that this was not cause for concern; last year's cohort had been particularly high achievers. Furthermore the numbers were small, 4 didn't pass last year; 6 didn't pass this year. GT (Y1 teacher) advised that support would be in place for those children who didn't pass to ensure they were secure enough to pass the re-test in Y2. The Head also noted that attainment in reading was a more useful way to interpret children's attainment in Literacy.</p> <p>A GB asked if the KS1 reading targets had been too conservative given the excellent results. The Head felt that the results were due to more confident and accurate teacher moderation.</p> <p>A GB noted anecdotally from playground talk that while some children had not been phased by the KS1 SATs, others had shown signs of stress and that this impact on children required careful monitoring.</p> <p><b>KS2 data:</b> The Head circulated KS2 data, which had not been available in advance of the meeting. The GB discussed the data, which showed another strong year, particularly for Maths at L6.</p> <p>A GB asked why L4 and L5 reading results were down on last year. The Head advised that some of the children had been low attainers at the end of KS1, and had still made expected levels of progress. Furthermore two children had just missed achieving a L4 by one mark.</p> <p>A GB commended the Head on the improved SPAG results this year, including Level 5. The Head felt that this was due to the focus afforded by the school development target.</p> <p>The Chair asked the Head to pass on the GBs thanks to the teachers for another set of excellent results.</p>	
12.	<p><b>Pupil Premium: music tuition</b> It was agreed to take this discussion to the first Resources Committee meeting of the autumn term.</p>	Clerk – add to RC agenda.

13.	<p><b>Ofsted ('understanding the changes' document circulated)</b></p> <p>There were no comments or queries on the changes to the Ofsted framework.</p>	
14.	<p><b>Transitions</b></p> <p>The Head outlined the transition programme undertaken by Y6 leavers, children moving from EY to Y1, and the new intake who had spent time in the EY classes earlier this month.</p> <p>A GB asked for data showing where children go when they leave the school at the end of Y6 and Y2 where applicable. It was also felt that this information could be added to the school website.</p>	<p>Head – report leaver data to next FGB.</p>
15.	<p><b>Safeguarding (annual child protection monitoring report, safeguarding checklist and visit report circulated)</b></p> <p>The GB discussed the three documents. HD and SS (Safeguarding core governors) would be visiting the school termly from September 2015. It was felt that more work could be done around volunteers at the school, particularly those involved in parent-led activities such as the twice-yearly discos.</p> <p>SS asked that as many GBs as possible attend safeguarding training.</p>	
16.	<p><b>Governor Visits (inclusion and maths reports circulated)</b></p> <p><b>Maths:</b> MN would highlight key points at the next meeting.  <b>Inclusion:</b> RK and Kerry Darby would be looking into this further in the Autumn term.</p>	
17.	<p><b>Policy Reviews</b></p> <p><b>Intimate care:</b> The Head had made a few minor updates. The policy was ratified and would be reviewed again in two years.</p> <p><b>School dress code:</b> The Head had made a few minor updates. A GB asked whether parents were keen on the idea of a school uniform. The Chair advised that there tended to be a 50/50 split. The policy was ratified and would be reviewed again in three years.</p>	

	<p><b>Governor Visits:</b> The policy had not required any updates. It was ratified and would be reviewed again in three years.</p>	<p>Clerk – update policies and upload to school website where applicable.</p>
18.	<p><b>Meeting dates 2015/16</b></p> <p>The Chair outlined proposed changes to the schedule of meetings for 2015/16.  <b>FGB:</b> Autumn term x 2, Spring term x 1, Summer term x 2  <b>Learning Committee:</b> One per term  <b>Resources Committee:</b> One per term plus a meeting to approve the budget in May 2016.</p> <p>The GB agreed to try to hold some meetings during the school day to reduce long days for the Headteacher. Dates would be finalised as soon as possible.</p> <p>The GB also agreed that the school development plan should in future be reported to the FGB rather than the Learning Committee.</p>	
19.	<p><b>AOB</b></p> <p>None.</p>	
	<p><b>The meeting opened at 7.30pm and closed at 9.45pm</b></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.