



New York Primary School
Federated with
 Frithville Primary School

Minutes of the Full Governing Body Meeting held on Thursday 3rd December 2015 at New York Primary School

| <u>Name</u> | <u>Governor Type</u> | <u>Position</u> | <u>Present/Apologies/Absent</u> |
|--------------------|----------------------|-----------------|---------------------------------|
| Mr P. Bargh | <i>Ex Officio</i> | Head Teacher | P |
| Mrs A. Virk | Parent | | P from 6.15 pm |
| Mrs A J Sidwells | Co-Opted | | AP |
| Mr G. Curley | Co-Opted | Vice Chair | P |
| Mrs S. Brackenbury | Local Authority | Chair | P |
| Mr B. Foster | Parent | | P |
| Mrs S. Holland | Co-Opted | | AP |
| Mrs A. Green | Staff | | P |
| Miss K. Chalmers | Co-Opted | | P |

In attendance: Mrs A. Saxton, Clerk to Governors

The meeting commenced at 6 pm. It was quorate. Mrs Brackenbury welcomed everyone to the meeting.

1/ Apologies for Absence:

Apologies for absence had been received from Mrs Sidwells and Mrs Holland due to family commitments. It was resolved to accept these as authorised absences in respect of the above attendance record. Mrs Virk had e-mailed the Clerk to advise that she would be late.

2/ Declarations of interest for items to be discussed at the meeting:

None were declared.

3/ Minutes of the meeting of the Full Governing Body held on 10th September 2015:

The minutes of the meeting of the Full Governing Body held on 10th September 2015 had been circulated in advance to all Governors. The Governors confirmed that they had received and read the minutes.

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a/ Accuracy:

It was agreed unanimously that the minutes were a true and accurate record of the Full Governing Body meeting held on 10th September 2015. Mrs Brackenbury signed and dated the minutes.

b/ Matters Arising:

There were no matters arising.

4/ Terms of Reference:

The following amendments were agreed unanimously:-

i/ Standards & Curriculum Committee:

Membership section. Remove "The committee is able to co-opt additional members from time to time as it sees fit. Co-opted members who are not governors do not have voting rights." Replace with "The Governing Body is able to appoint Associate members from time to time as it sees fit. Associate members do not have voting rights on the Full Governing Body but may do on committees if it is felt necessary."

ii/ Staffing & Resources Committee:

Membership section. Remove "The committee is able to co-opt additional members from time to time as it sees fit. Co-opted members who are not governors do not have voting rights." Replace with "The Governing Body is able to appoint Associate members from time to time as it sees fit. Associate members do not have voting rights on the Full Governing Body but may do on committees if it is felt necessary."

iii/ Full Governors:

Bullet point 6. Insert "and Associate members" after "new governors."

A general discussion took place and Governors referred to the *Governance Handbook, November 2015* edition, in which it was noted that elected Parent Governors and Staff Governors cannot be removed from the Governing Body.

5/ Reports from Committee meetings:

The minutes of the Staffing & Resources Committee meeting held on 8th October 2015 and the minutes of the Standards & Curriculum Committee meeting held on 12th October 2015 had been issued in advance to all Governors. The Governors confirmed that they had received and read both sets of minutes. There were no questions.

6/ Educational Advisor's visit to New York on 19th November 2015:

Mrs Brackenbury invited Mr Bargh to give an update on the visit by Mrs Smith, the Educational Advisor, to the school. Mr Bargh advised that the visit had gone well. The EA was pleased with the progress being made by pupils, the simplification of the progress and

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monitoring systems, and the introduction of "Milestones" in the Federation Improvement Plan (FIP) which provided evidence that issues were dealt with immediately. The new EYFS outside challenge area was viewed and the benefits of the new storage areas were noted.

Governors asked Mr Bargh if the EA had identified any issues. Mr Bargh advised that the EA had commented on communication issues between a teacher and a Teaching Assistant (TA). However, the class had a new TA on that day and one TA was absent.

Governors asked Mr Bargh if there were any actions arising from the EA's visit. Mr Bargh advised that levels need to be raised at the end of EYFS and KS1 for both schools to ensure that all pupils are sufficiently challenged. This is not a major issue but is one that needs to be addressed. A general discussion on this matter took place and Governors discussed pupil progress, and gifted and talented pupils.

Action: Mr Bargh to issue copy of EA's report to Governors

7/ Head Teacher's Report:

a/ Self Evaluation Form: 2014-15

The Frithville & New York Federation Self-Evaluation Academic Year 2014-15 had been issued to Governors in advance of the meeting. A copy is filed as Appendix A and forms part of these minutes. The Governors confirmed that they had received and read the document.

Mr Bargh explained that the SEF had been designed in accordance with the new Ofsted requirements, and would be sent to the Ofsted inspectors when they contact the Federation to inform them of a visit. The SEF includes a re-introduced section on EYFS.

Each Governor had been asked to study one section of the document with a view to asking three questions at the meeting and giving a summary of the contents of the section.

i/ Introduction and School Context:

Mr Curley had been responsible for reviewing section 1. He commented that it gave a very good evidenced-based summary of the schools and he was impressed by the amount of information. The information contained in section 1 represented his vision of the Federation and provided a very good introduction for prospective parents/carers. He had no questions.

Mrs Virk entered the meeting at 6.15 pm and apologised for being late. The Governors welcomed her.

ii/ Overall Effectiveness:

Mrs Virk had been responsible for reviewing section 2. She commented that section 2 showed that the Federation was sustaining ambitious but realistic targets. There was evidence that pupil safeguarding was treated seriously and that the vast majority of pupils are motivated and are progressing. The teachers have high expectations – as witnessed by the homework that is set. She suggested that, maybe, there could be some more reward schemes. A general discussion on this matter took place and Mr Bargh reminded Governors that there was a House points system in place. Further discussions took place on

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motivational systems in place in other schools and Governors were advised of a "geographical race" scheme.

Mrs Virk raised the following questions:-

a/ Religious education:

What does the Federation do to promote other religions and cultures? Other than Diwali, what has been done? A general discussion on this matter took place. A visit to a mosque in Leicester or Peterborough, and a temple in London was suggested. It was also noted that on-line tours could be undertaken. Governors appreciated the difficulties involved in these visits given the geographical location of the schools.

b/ Houses of Parliament:

Matt Warman, the MP for Boston & Skegness, had suggested that all schools should visit the Houses of Parliament. A general discussion on the matter took place. Governors appreciated the educational value of such a visit but, again, were mindful of the logistics, given the Federation's geographical location. It was suggested that the Frithville PTA could take this matter on board. An outing to London could include the London Eye, and a boat or theatre trip.

c/ Improving assessments by Pupil Progress meetings:

Parents/carers are not clear on how the assessment process works. Mr Bargh explained that information is given to parents/carers on the age-related performance of their child. This is in broad categories. Parents/carers who have children with Individual Education Plans will already have a lot of information on the progress that their children are making.

iii/ Effectiveness of Leadership & Management:

Mrs Brackenbury had been responsible for reviewing section 3. She commented that the section gave a strong impression of the shared sense of ambition between the staff, pupils, and governors. It was evident that safe-guarding was a very high priority.

Mrs Brackenbury raised the following questions:-

a/ Distributive Leadership:

How do members of staff share exemplary practice? Mr Bargh explained that information is shared at the weekly staff meetings. He gave the example of the subject leader with responsibility for English who had led the staff meeting on 7th December on the topic of written and verbal feedback. This had been very well received.

b/ Teaching & Learning Observations:

What detailed evidence is available that teaching & learning observations are being undertaken? Mr Bargh explained that details on the numbers of observations and their scores were included in the Head Teacher's report. A general discussion on this matter took place. **Governors requested more information in terms of Action points from the**

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observations. Mr Bargh explained that each teacher has one formal dual observation each term and there are also regular drop-ins. He gave an anonymised example of details he had noted at a recent drop-in.

Further discussions on this matter took place. **Governors asked Mr Bargh for information on the Marking Plan.** Mr Bargh explained that a copy of the Marking Plan is at the front of every pupil's book. Pupils have a target every 2 days for current work; this system has proved to be very effective. The "Two Stars and a Wish" system is in place. TAs are mindful not to "spoon feed" pupils. The use of rubbers is discouraged as teachers want to see pupils correcting their mistakes.

Governors requested more information on the content of lesson observations to include the strengths and areas for development that were identified, and the actions from previous lesson observations with completion dates. It was agreed that Lesson Observations should be an Agenda item once a term.

iv/ The Quality of Teaching, Learning and Assessment:

Mr Foster had reviewed this section of the SEF. He confirmed that he was happy with the content but felt that some of the language should be simplified.

a/ Language comments and explanation:

He suggested that words such as "plenaries" and "pedagogy" should be changed and asked for an explanation of the phrase "skills/curriculum audit to bridge increase in concepts/pitch of new curriculum". Mr Bargh explained that this related to the use of a skill across the genres. A general discussion on this matter took place and it was agreed that Mr Foster should meet with Mr Bargh to discuss specific word changes. **Governors also agreed that the SEF should be on the "private" section of the website.**

Following a discussion, it was agreed to remove "Most" at the beginning of bullet point 3 in section 4.5.

b/ Teaching strategies:

Mr Foster referred to bullet point 3 regarding homework. Following a discussion, it was agreed to include more descriptive information including the homework grid which encourages pupils to work harder and enhances parental involvement.

c/ Teaching environment:

A general discussion took place on the use of the word "environment". "Culture" and "ethos" were suggested as alternatives.

d/ Evidence base:

Following a discussion, Mr Bargh agreed to remove the "Both" column from all areas of the SEF. The figures in this column were of no value, given the individual characteristics of each school.

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v/ **Personal Development, Behaviour & Welfare:**

Mrs Holland had been allocated this section but had offered her apologies for the meeting. After a discussion, Governors agreed that those Governors who were not present should be asked to submit their comments and suggestions by e-mail to the Clerk. It was agreed to adopt this procedure for future meetings to ensure that Governors who were unable to be present, would still make a contribution to the meeting.

Action: Clerk to contact Mrs Holland to request her comments on this section

vi/ **Outcomes for pupils:**

Miss Chalmers had been asked to review this section. Governors noted that the data is valid although not representative as the cohort size at each school is less than 11. Miss Chalmers commented that she thought the section was very comprehensive and gave very detailed progress information about each pupil.

vii/ **EYFS:**

Mrs Sidwells had been allocated this section but had offered her apologies for the meeting.

Action: Clerk to contact Mrs Sidwells to request her comments on this section

b/ **Head Teacher Report and Self Evaluation 2015-16:**

The Head Teacher Report and Self Evaluation Academic Year 2015-16 had been issued in advance of the meeting to all Governors. The Governors confirmed that they had received and read the information. A copy of the report is filed as Appendix B and forms part of these minutes.

Mr Bargh gave the following verbal update:-

i/ **Improvement Objectives:**

A lot of work has been done on the way the Federation reports and plans. Information is now easier to understand and more transparent. Prices were still awaited from Mr Payne for the refurbishment of Classroom 1 at Frithville.

Action: Mr Bargh to contact Mr Payne regarding the prices and forward information to Governors as soon as possible

A general discussion took place on the improvement objectives and the priorities. **Governors requested information on the 10 Book Commandments, the Handwriting policies, and the Action Plan for specific actions to support staff with the teaching of Spelling, Punctuation & Grammar (SPaG).**

Mr Bargh explained that the staff had undertaken a SPaG test. The Action Plan would be supplied to Governors as a supplement to the current Federation Improvement Plan.

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Action: Mr Bargh to send 10 Book Commandments and Handwriting policies to the Governors

ii/ Attendance:

Governors noted the 97.04% attendance figure for Frithville. Following a question from Governors, Mr Bargh advised that the 94.96% attendance figure at New York was due, in part, to sickness issues with a special needs pupil. A general discussion on attendance took place. Governors were advised that the pupils enjoy coming to school and are keen to get into the school when they arrive.

iii/ Safeguarding:

Following a question from Governors, Mr Bargh confirmed that there was one Team Around the Child (TAC) at New York.

There were no further questions on the Head Teacher's report and the Governors, led by Mrs Brackenbury, thanked Mr Bargh for the information.

8/ Book scrutiny:

Governors selected at random English and Maths books from different Year Groups. A general discussion took place on verbal and written feedback, the Marking Scheme, and the traffic light system. Governors were advised that pupils were encouraged to respond to the feedback and that there is a policy on the timescales for completing work. **Following a question from Governors,** Mr Bargh explained that the books need to show evidence of communication between the teacher and the pupil. **Governors confirmed that they had seen evidence of more consistent marking.** It was noted that the pupils respond well to the traffic light system and that there was clear evidence that the Marking Scheme (filed at the front of each book) was being implemented. It was noted that pupils are using longer words, forming longer sentences, and punctuation has improved.

Following a question from Governors, Mr Bargh advised that the marking and feedback systems in place were manageable for the teachers.

9/ Governor Monitoring Visit: 3rd November 2015:

Three Governors had met with Mr Bargh on 3rd November 2015 to monitor pupil achievement. A report of the visit had been issued in advance to all Governors. The Governors confirmed that they had received and read the visit report, a copy of which is filed as Appendix C and forms part of these minutes.

A general discussion took place on the visit. Governors noted that a lot of very detailed information was provided but that no patterns in the data could be identified. Each child is treated as an individual. Governors commented on the importance of "narrowing the gap" – a matter which had been discussed at the Preparation for Ofsted training course on Monday 30th November 2015 at Mareham-Le-Fen Primary School. It was agreed that economic and social issues related to pupils in vulnerable groups cannot be accepted as a reason for lower achievement at school. **Following a question from Governors,** Mr Bargh confirmed that

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Individual Education Plans (IEPs) are produced for SEND pupils as well as those pupils who are not meeting expectations in terms of achievement.

It was noted that Mr Curley and Mr Foster, Governors with responsibility for SEND, would be meeting with the SENDCO on 11th January 2016.

10/ Head Teacher's Performance Management:

Governors noted that the Head Teacher's Performance Management Review Committee would be meeting at New York on Monday 14th December 2015 with Mrs Smith, the EA, and Mr Bargh. The Committee would comprise Mrs Brackenbury, Mrs Sidwells, Mr Curley, and Miss Chalmers. Mr Foster agreed to be the Appeals Officer in the event that Mr Bargh challenged the Committee's decision.

Governors asked Mr Bargh to explain his ultimate target for the Federation. Mr Bargh advised that his ultimate aim was for both schools to be "Outstanding". Realistically, "Good" with "Outstanding" features was more achievable. Both schools will have far more "Outstanding" features by the end of the year.

Governors referred to Mr Bargh's performance objectives individually:-

Objective 1: Pupil Progress: Improve achievement at all key stages so that progress is good and gaps close with the national average

Governors asked Mr Bargh if, given the small cohort sizes at both schools, this was a realistic objective. Mr Bargh replied "Yes". **Governors asked about the alternative methods of tracking progress.** Mr Bargh referred to the Assessment, Progress & Expectations (APE) sheets which had been demonstrated to Governors at an earlier meeting. He explained that age-related expectations have been set for the Federation and individual targets for Year Groups.

Further discussions on this matter took place.

Action: Mr Bargh to provide a breakdown of pupil progress data by vulnerable groups for the HTPR meeting on 14th December

Objective 2: Teaching & Learning: Improve the quality of teaching so that it is consistently good

Governors referred Mr Bargh to the EA's visit in March 2015 at which Frithville was rated as "Requires Improvement". **Governors asked if there was enough evidence in place to show that improvements have been made.** Mr Bargh explained that many improvements had been made. The EA had visited on 11th September 2015 and had confirmed that improvements were in place. There is also evidence from the Head Teacher's Monitoring timetable, the visit by Collaboration Head Teachers, records of formal lesson observations, pupil questionnaires, work scrutiny across the Federation, and the results of the pupil achievement audit. Work on EYFS had been done with GipseY Bridge Academy who had been graded "Outstanding" for EYFS at their most recent Ofsted inspection.

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Objective 3: Strengthen the Head Teacher’s knowledge and understanding of Early Years so that that quality assurance in this area is more precise and supports improvements in the quality of provision and outcomes for the children

Governors asked Mr Bargh to confirm developments in this area. Mr Bargh explained that he had been involved in the baseline assessment for both schools, had attended training, and had been part of the moderation process.

Overall Performance:

Governors asked Mr Bargh to explain the reasons behind the Frithville grading of “Requires Improvement.” Mr Bargh explained that several issues had been identified in February 2015 but, due in part to pressure of work and family issues, some of these had not been dealt with as quickly as would have been hoped. It was recognised that a stricter timetable for dealing with issues was required. This has now been implemented with the introduction of the “Milestone” dates on the FIP. The last academic year was very challenging for staff with the introduction of the new curriculum and assessment without levels. There is now a set of objectives for each Year Group.

Governors noted that Mr Bargh had a significant teaching role within the Federation and asked if he had been observed teaching. Mr Bargh advised that he had been observed teaching Maths. He explained that some of the other Head Teachers in the Collaboration also have a teaching role. When he teaches PE and EYFS, planning time is minimal.

Mr Bargh and Mrs Green left the meeting at 8.20 pm.

The Governors discussed the Head Teacher’s Performance Objectives. A summary of the discussions and the agreed outcome are recorded as confidential minutes.

Mr Bargh and Mrs Green were invited back into the meeting at 8.50 pm.

11/ Dates of future meetings:

- 21st January 2016, Standards & Curriculum Committee, Frithville
- 25th February 2016, Staffing & Resources Committee, New York
- 25th February 2016, Pay & Performance Review Committee, New York
- 17th March 2016, Full Governors meeting, Frithville

All meetings are on Thursdays and commence at 6 pm.

12/ Correspondence/Any Other Business:

i/ Correspondence:

A letter from Mr Warnock, Operations & Financial Advice Manager, LCC had been received in response to the Governors’ letter of 17th November 2015 regarding the problems with the Agresso financial system. A copy of Mr Warnock’s reply has been circulated to all Governors.

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ii/ **Any Other Business:**

Mr Bargh advised that the Wednesday Auction at Carrington has donated £200 to Frithville. The money will be used to purchase a mud kitchen. There had been some social media abuse at New York and the matter had been dealt with in this week's newsletter. A general discussion took place on social media abuse.

13/ **Items for the next Agenda (17th March 2016):**

Head Teacher's Report to include updates on FIP, report on lesson observations
Feedback from Chair's Forum and Governor training on Preparation for Ofsted
Governing Body analysis and induction pack
Reports from Committees – Standards & Curriculum, 21st January 2016
Staffing & Resources, 25th February 2016
Pay & Performance Review, 25th February 2016

Book scrutiny
Minutes of meeting held on 3rd December
Review of Head Teacher's Performance Review Objectives

As there were no further matters for discussion, Mrs Brackenbury thanked everyone for attending and for their contributions. The meeting closed at 8.55 pm

Signature of Chair

Date.....