



**MINUTES OF THE FULL GOVERNING BODY MEETING HELD ON  
THURSDAY 11TH MAY 2017 AT 6.00PM**

**Present:** S. Hartropp (Chair), R. Waters (Headteacher), G. Mansell, S. Hibbert, E. Holliday, C. Wilson, Yi White

**Apologies:** D. Chappell, A. Kingsley, K. Smithies.

**Absent:** N/A

**In attendance:**  
Lucia Hawes (Clerk)

Item	Issue	Action
<b>1</b>	<b>Welcome and Apologies</b>	
1.1	Apologies were received from Dave Chappell, Karla Smithies and Al Kingsley. Governors accepted these apologies.	
1.2	A potential governor had been invited to attend the meeting but the Chair had not heard back from her.	
<b>2</b>	<b>Declarations of interest</b>	
2.1	The Headteacher declared that her husband runs the school website.	
<b>3</b>	<b>Minutes of last meeting held on 28th February 2017</b>	
3.1	It was noted that there was a typo in Item 12.1 – it should read 'Chair'. Subject to this amendment, the minutes were agreed as a true and accurate record of the meeting.	
<b>4</b>	<b>Matters arising from the minutes</b>	
4.1	Item 4.5 – The Chair had conducted her visit.	
4.2	Item 5.2 – Action complete.	
4.3	Item 5.3 – The Chair reported that she hadn't received a reply to the letter declining the offer of joining ██████████ Trust.	
4.4	Item 7.1 – Governors had attended the interviews.	
4.5	Item 8.2 – Action complete.	
4.6	Item 9.4 – Action complete.	
4.7	Item 12.1 – C. Wilson had approached a potential governor but he wouldn't be able to commit enough time to the role.	
4.8	Item 12.3 – A safeguarding update will be given to governors at the July meeting.	
4.9	Item 14.2 – Action complete.	
4.10	A governor asked for an update on the Forest schools training and was advised that first aid training would take place in the next couple of weeks and all resources are in place. There is a trained member of staff at Dogsthorpe Academy who is willing to help with this.	
<b>5</b>	<b>Pupil Premium Report Presentation</b>	

<p>5.1</p>	<p>The Headteacher presented governors with the pupil premium grant 2016-17 record of spending by item/initiative. The Headteacher explained that she will add in the remit of the Year 2 Intervention Teacher for maths.</p> <p>Governor questions:</p> <ul style="list-style-type: none"> <li>- <b>Is there a measurable success criteria for accelerated progress within interventions?</b> Yes, we would expect two steps progress over a half-term (one step is expected).</li> <li>- <b>Is the accelerated progress for Early Years Foundation Stage (EYFS) communication groups measurable?</b> Talk Boost helps judge the progress and enables us to see individual progress. A provision map directory is being put together which will have each intervention showing entry and exit point and so accelerated progress will be explicit.</li> <li>- <b>Why do we have fewer pupil premium children this year?</b> More children coming in do not meet the criteria.</li> <li>- <b>Do non-speaking English families understand the reason for the form?</b> Yes, the form goes into every admission pack and parents are chased for their form.</li> <li>- <b>If the school is getting fewer pupil premium children, is the attainment on entry changing?</b> <b>Action: Headteacher to look into attainment on entry – pupil premium versus whole school.</b></li> </ul> <p>Governors noted that they need to think about the budget for the next year as the number of pupil premium children is reducing hence the funding will decrease and the pupil premium grant is used for some staffing costs.</p>	<p>Head</p>
<p>5.2</p>	<p>A pupil premium report – End of Spring Term progress and attainment data, May 2017 was sent to governors prior to the meeting.</p> <p>Governors were aware that pupil premium children perform quite well and, in most cases, perform better than non-pupil premium children. Governors could see the impact of intervention in reading.</p> <p>Governor questions:</p> <ul style="list-style-type: none"> <li>- <b>Year 1 reading attainment for pupils with English as an additional language (EAL) was only 30% but progress is a lot better (90%). Is this a case of EAL children coming in with lower attainment ability?</b> Yes.</li> <li>- <b>Why is there so much discrepancy between the reading and writing attainment data for EAL children?</b> A lot of the writing is assessed on the content. Staff have had training on reading strategies and there will be reading observations next week to monitor the impact of this.</li> <li>- <b>Why is the Year 2 data for writing lower than for reading?</b> There is more intervention for reading in Year 2, however, the Deputy Headteacher is now doing interventions for writing in Year 2.</li> <li>- <b>What are you doing in Year 1 that you are not doing for Year 2?</b> Year 2 is expected to make more progress than any other year group and a raised expectation on the national curriculum has also had an impact. We have embedded</li> </ul>	

	<p>more Alan Peat strategies in Year 2 plus more thorough differentiation is now in place.</p> <p>Governors asked if they could have training on Talk for Writing and Alan Peat strategies so that they get an idea as to what teachers use. This training is planned for Governor Day on 20th June.</p>	
5.3	<p><u>Attendance data for pupil premium children</u></p> <p>The spring term data is 94.97%. S. Hibbert reported that she follows up any absence that falls below 93%. Governors could see that persistent absence is dropping. A governor asked if the school is still highlighting lost learning time to parents. The Headteacher said that they are still showing the number of late arrivals and lost learning time on the website.</p>	
<b>6</b>	<b>SEF – context section</b>	
6.1	<p>The overall effectiveness section of the SEF was circulated to governors prior to the meeting. Governors scrutinised the document and agreed that the Headteacher has made the correct judgements.</p>	
<b>7</b>	<b>Headteacher’s report</b>	
7.1	<p>The Headteacher’s report was circulated to governors prior to the meeting. The Headteacher drew governors’ attention to the composition of the new Jeffers class as it has a high percentage of EAL and MENA children. The EYFS L&amp;T Advisor from the Local Authority (LA) will visit the class to observe and the Headteacher will seek her opinion on ELG (Early Learning Goals) children. The Headteacher will soon receive the baseline data for this new class. In response to a governor question, the Headteacher confirmed that the class is not currently full but the school is still getting the funding for a full class. Governors recognised there could be quite a lot of churn in the class going forward and therefore the Headteacher will mix up the class groups next year.</p>	
7.2	<p>The Headteacher reported that the time out system is working well and is noticing a positive difference in time out logs.</p> <p>Governor questions:</p> <ul style="list-style-type: none"> <li>- Are the two accidents where children had hit their eye related, i.e. is there anything dangerous causing this? No, they are unrelated incidents.</li> <li>- The case of bullying that was escalated to the Chair of Governors, was it actual bullying? No, it wasn’t bullying. They were isolated incidents that had been dealt with but some incidents hadn’t been reported so there was no evidence. The Headteacher has put actions in place for this situation and the feedback from the parent was that the child is more settled.</li> </ul>	
7.3	<p><u>Teaching section – end of spring term</u></p> <p>Governor questions:</p> <ul style="list-style-type: none"> <li>- Out of 14 lessons observations, 20% were judged as ‘requires improvement, what are you doing about this? One of these teachers subsequently was judged as ‘good’. The other two teachers were [REDACTED] and the issues were around planning. The two teachers are receiving mentoring from the Deputy and Headteacher to improve this.</li> <li>- With regards to the phonics ‘pop ins’, what was it that Teaching Assistants (TAs) were not doing? It was about pace</li> </ul>	

	<p>issues. Even though TAs were given plans and resources, they were not all executing them in the intended way to have the necessary impact.</p> <ul style="list-style-type: none"> <li>- <b>How will the Intervention Manager's role link in with the SENCO?</b> They will both work together as part of an Inclusion Team.</li> </ul>	
7.4	<p>As requested, governors had received a more detailed breakdown of staff absence. The Headteacher said that she is looking into whether they should invest in insurance for absence; however, the quotes received do not cover absence of support staff which is where absence is greatest.</p>	
<b>8</b>	<b>Chair of Governor's report and updates</b>	
8.1	<p><u>Chair's update</u>  The Chair's work since the last meeting was as follows:</p> <ul style="list-style-type: none"> <li>- Meeting on governor day with LA officers about the future and possible routes for academisation;</li> <li>- Met with a potential new governor;</li> <li>- Will be meeting another potential governor soon;</li> <li>- Attended an admissions forum as part of Governor Leadership Group;</li> <li>- Met with various parents about various issues;</li> <li>- Went to the Safeguarding Board conference;</li> <li>- Attended interviews for both the Teaching and Learning Manager and Intervention Manager;</li> <li>- Attended a governor panel about a staffing issue;</li> <li>- Had a meeting at school with fellow triad chairs of governors, who looked around the school and then discussed each other's websites;</li> <li>- Conducted an exit interview with a member of staff who praised the support from Head and Deputy Headteacher. The teacher had left because of the nature of teaching as a job. The teacher remarked on slight issues with the requirements for marking in science and topic books. The Head and Deputy Headteacher confirmed that they are reviewing marking.</li> </ul>	
8.2	<p><u>Updated Governance Handbook</u>  Governors split into groups to look at some of the new aspects of the handbook included in the updated version to assess whether they are meeting the key features of effective governance. No major issues were identified.</p> <p><b>Action: Clerk to add Governance Handbook to the next agenda so governors can look at the second part of the document.</b></p>	Clerk
<b>9</b>	<b>Governing Body Monitoring</b>	
9.1	<p><u>School Development Plan</u>  9.1.1 The spring term 1 and 2 plans were sent to governors prior to the meeting. The Headteacher highlighted the following:</p> <ul style="list-style-type: none"> <li>- Trying to not overload staff with observations;</li> <li>- Data for science is being explored and will be addressed this term;</li> <li>- The [REDACTED] which impacted on progress towards targets;</li> <li>- Special Educational Needs (SEN) is a concern so lots more work will be done on that. A provision directory has been created and will be shared with staff ready for next year. SEN</li> </ul>	

	<p>children aren't making the progress they should be so a lot more needs to be done to identify what is not being done in class.</p> <ul style="list-style-type: none"> <li>- Some parents cannot attend Book Buzz but it is working well and the Headteacher will continue to monitor it;</li> <li>- The big input into maths is paying off as positive data is coming through and there is good evidence;</li> <li>- Assessment moderation is continuing with the triad schools and LA. A working party has been set up to review the marking policy.</li> </ul> <p>9.1.2 A governor asked if catering is still meeting the nutritional standards and was advised by the Headteacher that they are still meeting the standards. A governor asked how realistic it is to reduce the noise in the dining hall. The Headteacher said that is not realistic to reduce the noise because of the size of the hall but staff intermittently ring the bell to remind children to use their indoor voices.</p> <p>9.1.3 In response to a governor question, the Headteacher said that the intention is to send work home for children that are absent for more than three days but this has not yet been embedded.</p> <p>Summer term plan:</p> <p>9.1.4 The summer term plan was circulated to governors prior to the meeting. The Leadership and Management team will further raise the standards in reading through further improving the quality of teaching. <b>Action: Governors to focus on reading on Governor Day.</b></p> <p>9.1.5 The Headteacher also said that another focus would be parental engagement with maths.</p> <p>Governor questions:</p> <ul style="list-style-type: none"> <li>- To what extent is there a focus on higher ability in maths? It's within the planning and the Maths Subject Leader is monitoring all planning and exploring challenge provision. Dogsthorpe Academy is involved in our moderation, how sure are you that their judgements are accurate? One teacher has been an external moderator for the LA so we can be confident her judgements are accurate. We also moderate with triad schools.</li> </ul> <p><b>Action: Governor/s to meet with history and geography leaders on Governor Day.</b></p> <p>Governors were pleased with the robust plan which has measurable targets.</p>	<p>All</p> <p>CW</p>
<p>9.2</p>	<p>Governor visits</p> <p>A safeguarding visit and a pupil premium visit were conducted. Visit reports were circulated to governors prior to the meeting. G. Mansell said that there is good robust safeguarding going on in school.</p> <p>A governor asked what support is in place for S. Hibbert who is</p>	

	directly involved with the increasing number of safeguarding issues? S. Hibbert has regular supervision meetings with the Headteacher.	
9.3	<u>Dates of next FGB and Governor Day/Summer Term and programme</u> June 20 <sup>th</sup> for governor day which will focus on learning observations/shadowing children, observing behaviour and anti-bullying policies in action, reading and priorities for next year.	
<b>10</b>	<b>Committee reports</b>	
10.1	<u>Finance and resources committee</u> The minutes were circulated to governors prior to the meeting.	
10.2	<u>Strategic development committee</u> The minutes were circulated to governors prior to the meeting. It was noted that the Prevent plan was presented by G. Mansell and governors were pleased with that.	
10.3	<u>Policy committee</u> The first meeting had taken place on 27 <sup>th</sup> April, minutes to follow. The following policies had been ratified by the Committee: <ul style="list-style-type: none"> <li>- Shared parental leave;</li> <li>- Stress management;</li> <li>- Sex and relationships;</li> <li>- Maternity leave;</li> <li>- Complaints;</li> <li>- Equality and diversity for staff;</li> <li>- Parent/school contract.</li> </ul>	
<b>11</b>	<b>Attendance report</b>	
11.1	A governor queried why attendance in Year 1 is worse than the other year groups. The Headteacher said that there are some consistent low attendees and parents are not engaging as effectively as we would like. The Headteacher assured governors that she is persistent with trying to improve this. A governor asked why Pakistani heritage absence was poor. The Headteacher said it was caused by extended leave of absences. Governors said attendance overall is looking positive but that the school needs to maintain a clear focus on this.	
<b>12</b>	<b>Governing Body development</b>	
12.1	<u>Vacancies</u> There are two co-opted vacancies. The Chair is seeking potential governors.	
12.2	<u>Training – decide upon in-house training</u> <b>Action: Skills audit to be conducted before the next meeting so that appropriate training can be decided upon at the next meeting.</b>	Chair/Clerk
<b>13</b>	<b>Any other business</b>	
13.1	<u>Review of parent group: Brew Crew</u> D. Chappell had written a Brew Crew report which was read to governors. Governors decided that they would make themselves available to parents at Governor Day so that parents can discuss suggestions they would like to make. The Headteacher felt that the purpose of Brew Crew has been lost. Governors suggested re-launching Brew Crew as a parent forum in September which meets every half term. <b>Action: Clerk to add to next agenda.</b>	Clerk

<b>14</b>	<b>Items for the next meeting</b>	
14.1	The next meeting will be on 11 <sup>th</sup> July. Y. White gave her apologies in advance. Items for next meeting are Brew Crew, in-house training, governance handbook, safeguarding update.	

The meeting finished at 8.12 pm.

Agreed as true and accurate record of the meeting.

Signed: .....

**Chair of the Full Governing Body**

Date: .....

**Action Tracker**

<b>Agenda Item</b>	<b>Actions</b>	<b>Who Responsible for Action</b>	<b>Complete</b>
5.1	Headteacher to look into attainment on entry – pupil premium versus whole school.	Head	
8.2	Clerk to add Governance Handbook to the next agenda so governors can look at the second part of the document.	Clerk	
9.1	Governors to focus on reading on Governor Day. Governor/s to meet with history and geography leaders.	All	
12.2	Skills audit to be conducted before the next meeting so that appropriate training can be decided upon at the next meeting.	Chair/Clerk	
13.1	Clerk to add Brew Crew to next agenda	Clerk	