

Minutes of the meeting of Granby Primary School - Full Governors Monday June 22nd 2015

At 5.45 pm in the Camelot Room

Present: Fiona Dick, Glenys Mulvany (Chair), Graham James, Louisa Kiggell, Nick Sone, Peter Fowler (Head teacher), Rob Penny, Rose Sweeney, Sandra Adegun (from 7.30pm)

In attendance: Sue Foreman (Clerk to Governors), Sarah Brazier (Teacher)

<i>Item</i>	<i>Any other business does not appear as an item on this agenda. If governors have AOB, please notify the Clerk prior to the meeting.</i>	<i>Action</i>
	<p>Presentation: British Values - Sarah Brazier</p> <p>Presentation: Sing up</p> <p>Sarah Brazier provided a presentation on British Values which the governors found extremely informative. There were several questions asked about the teaching of British Values specifically and SMSC in general. Sarah also shared information regarding the way in which the teaching of SMSC, including British Values, is recorded and monitored.</p> <p>Governors agreed that phase forums should include British Values under the SMSC section of the phase forum reports and consider monitoring visits on these areas. The powerpoint presentation will be circulated.</p> <p>A second presentation outlined the work being undertaken in school to embed singing through strategic planning, teaching and learning and shared singing opportunities. Governors welcomed the opportunity to work towards the silver award which will reflect the singing we already do across the whole curriculum. The presentation outlined the benefits of singing to children's health, well being, and learning. Governors were particularly supportive of this initiative and applauded Hannah for her enthusiastic and committed leadership of music through the school. Hannah's presentation slides will be circulated to all governors.</p>	<p>Sue to put SMSC documents onto website asap and SMSC report onto annual planner</p> <p>Phase forums to plan</p> <p>Sue to circulate</p> <p>Sue to circulate</p>
1	<p>Apologies</p> <p>Apologies were accepted from John Dowson and Ryan Flack (family bereavement).</p>	
2	<p>Declarations of interest</p> <p>No further interests were declared</p>	
3	<p>Minutes of the last meeting (accuracy)</p> <p>The minutes of the last meeting were agreed and signed as an accurate record</p>	

4	<p>Matters arising (not elsewhere on the agenda)</p> <p>Toffee twins - this was explained for the benefit of governors who weren't at the last meeting and some governors drew a toffee.</p>	
5	<p>Head teacher's report (PF)</p> <p>Peter presented his report and the following questions were asked:</p> <p>Q What are the main issues in terms of assessment now?</p> <p>A The main issues are the way in which data is provided and the way in which age related expectations have changed. Where we can, we are trying to consider both quantitative and qualitative evidence of progress.</p> <p>Q How does the assessment data differ across year groups?</p> <p>A Years 1 and 2 have baseline assessment data, and 3,4,5 have local data. Year 6 have a great deal of data under the old assessment regime.</p> <p>GLD (Good Level of Development) is static insofar as where children get to, rather than the progress they have made and is irrespective of where they started. The new baseline data in nursery and reception will be provided in the future.</p> <p>We know that children in years 3 and 4 have made an incredible amount of progress, through book trials and anecdotal evidence but this is not shown as the goalposts have moved and more is now expected of those children. Current year 3 children are doing what year 4 did last year; so we are not currently comparing like with like, although we will be able to do so next year.</p> <p>Q So what data do we now have to measure achievement? And will it ever be nationally comparable again?</p> <p>A The data is teacher assessment as recorded in target tracker. We will no longer have a national standard. Moderation is used instead to bring every school's assessment together.</p> <p>Q So how will Ofsted judge progress then?</p> <p>A By looking at children's books. Next year will be judged on year 6 data, year 2 data, and baseline data compared with book trawls to show clear planned progression. Year 6 data is always based on last year's year 6 data rather than national benchmarking data. This allows us to compare our March data to the end of year data to measure progress in this period.</p> <p>Q Why are there no dyslexia interventions mentioned for year 3 children?</p> <p>A There is currently no dyslexia identified in this year group.</p> <p>Q What are the advantages of the proposed Assertive Mentoring Programme?</p>	

<p>5</p>	<p>Head teacher’s report cont...</p> <p>A The programme is a skills audit and attainment assessment tool in English, maths and science as well as behaviour and attitude. Each module can be purchased separately but it is more cost effective to buy the entire programme together. It will support us to provide consistency for each child across the whole school from reception to year 6. It’s not brand new, so it has a track record; but has been developed so it is much improved and gaining a higher profile.</p> <p>Agreed. It was proposed, seconded and agreed to spend £6,000 on the complete package. Some governors felt an element of reserve about the package as they felt that this represents a strategic change in the school’s approach to teaching and would have liked more notice and more detail.</p> <p>Q Who is leading the SEND work while Karen is on maternity leave?</p> <p>A It is being led by PF and the SLT</p> <p>Q Do we need to replace the Premises Officer apprentice?</p> <p>A No, this was offered as a training opportunity as a one-off, under Rob Penny’s guidance. An exit interview will be undertaken as this is standard procedure. Staff induction and exit procedures are under review.</p> <p>Q Have any of the ideas from the Parents’ Action group been implemented yet?</p> <p>A Yes. An informal opportunity for parents to meet the new class teacher was provided on transition day.</p> <p>Q Is the quality of teaching improving?</p> <p>A The quality of teaching is currently good in all areas. As expectations for children increase so do expectations for teachers. Our teachers are rising to this new challenge.</p>	<p>Peter to action</p>
<p>6</p>	<p>Questions on reports from:</p> <p>Finance, Premises, Health and Safety (NS) Nick presented the minutes of the last meeting and outlined the budget figures.</p> <p>Pay and personnel (verbal) (GJ) Graham explained that the next meeting is scheduled for next week.</p>	

Item		Action
6	<p>Questions on reports cont....</p> <p>Governor attendance (LK / SF) Louisa presented the paper on governor attendance. This was proposed, seconded and agreed. Sue presented the data on governor attendance.</p> <p>Governor CPD (LK) Louisa was thanked for her report on CPD which was noted. Leicestershire County Council will be delivering training for the whole governing body at school on Monday 2nd November at 6.00pm on Human resources and the role of the governing body. All governors should attend.</p> <p>PTA (LK) Louisa reported on the 125 year celebrations and the school fete. The PFA asked for governors to note their thanks to Louisa for all her work on the 125 mementos. A memento was presented to each governor.</p>	
7	<p>Budget 2015-16 (PF/NS)</p> <p>Including 3 year forecast and CFR</p> <p>The figures do look tighter for the new financial year, although we are no worse off than other schools. We don't qualify for monies which are targeted in areas of high deprivation but Peter does a good job of attracting additional funding wherever possible. Staffing increases are projected for senior staff; we are facing increased costs in other areas as well; and a 12.5% cut in real terms over the next 5 years. The budget was proposed seconded and agreed.</p> <p>Agreed. It was proposed, seconded and agreed that our carry forward of £174,000 will be used to offset the shortfall in the next financial year.</p>	
8	<p>Annual Pupil Premium Report (PF)</p> <p>This report has been deferred to Autumn term and moved in the annual planner to the December meeting. This is because we will have full data and information on the impact of interventions at that stage. This will provide both qualitative and quantitate monitoring information.</p>	Sue to amend planner
9	<p>Annual report on pupil attendance and punctuality (PF)</p> <p>Our attendance officer is Kirsty Harrup in the office and she has produced a new kind of annual report on attendance for us. This is in our planning schedule for the summer term meeting every year.</p> <p>Q Why is attendance such an important issue?</p> <p>A Persistent non attenders have massive impact on achievement and so it is vital that attendance issues are addressed.</p> <p>Q How do structured conversations contribute to improving attendance?</p> <p>A These help to identify and subsequently remove barriers. And enable us to identify ways to motivate children and/or parents to improve attendance.</p>	

9	<p>Annual report on pupil attendance and punctuality cont...</p> <p>Kirsty plans to develop the report in future years to include a breakdown of SEND children; EAL children, summer born, and by gender.</p>	Sue to action
10	<p>Annual review of PSED objectives (PF / SF)</p> <p>The review was accepted and it was agreed that the existing objectives are still current.</p>	
11	<p>Evaluations:</p> <p>Governance evaluation (GM) It was agreed that leads in these areas will report back to the next SIP meeting on actions in each area.</p> <p>Chairs 360 appraisal (GM) It was agreed that governors should get this to Sue by the end of the week for collating. Glenys and Peter will then discuss and report back.</p> <p>Clerk's performance management (GM) It was agreed that Glenys, Peter and Sue will meet before the end of term to undertake this using the format proposed. There will be a report back to a future meeting.</p>	<p>Sue to agenda</p> <p>Sue to action</p> <p>Sue to action</p>
12	<p>Policies</p> <p>The following policies were agreed:</p> <ul style="list-style-type: none"> • Disciplinary policy and procedure • Grievance procedure • Sickness absence management policy • School restructuring policy 	
	<p><i>The meeting closed at 8.21pm</i></p> <p><i>Glenys extended thanks to Peter and all the Granby staff for the work done. There has been such a lot of change and staff display such willingness to do their best for the children.</i></p> <p><i>Peter recognised the voluntary nature of governance and thanked the governing body for their hard work, especially the new governors who might not have known what they were taking on!</i></p>	