

Monday 30th November 2015 at 7pm at the Junior Site

Constitution, Membership and Attendance

PARENT	CO-OPTED	LA	STAFF	HEAD TEACHER	FOUNDATION 8			
2	1	1	1	1	LDBS	PCC	Trustees	St Mary's Church
Lucy MacArthur	Christina Sturge	Anneliese Jacklin	Ben Egan	Stuart Campbell	Alex Hazard	Neil Stirling	Ieke Hilmy (Vice-Chair)	Jeff Hopkin Williams
Ben Driver (Chair)						Robin Shute	Hugo Clark	
						Jonathan Jones	Katherine Cox	

Apologies: Katy Welsh
Absent without apologies: None
Also attended: Associate Members Tom Holmes and Jane Tomlinson
 Kate Nepstad (Clerk)

		ACTION
	<p>Father Jeff Hopkin Williams led the governors in prayer. The meeting began at 7.15pm.</p> <p>Ben D thanked school parent Hugh Miller for coming to take pictures of the governors for use on the school website and possibly for photocards.</p>	
1.	<p>APOLOGIES FOR ABSENCE</p> <p>The clerk received an apology from Katy Welsh, which was accepted by the Chair.</p>	
2.	<p>DECLARATIONS OF INTEREST</p> <p>Governors were reminded of their duty to declare any direct or indirect pecuniary interest which may relate to any matter under discussion.</p> <p>Ben Egan submitted his declaration of interest form. Alex Hazard requested a new form to update her interests.</p>	<p>Kate N to update records</p>

3.	<p>WELCOME AND MEMBERSHIP</p> <p>Ben E was welcomed as the new staff governor, replacing Katy Welsh. Ben D thanked Katy W for her work over the past two years. Her significant contribution to Curriculum & Standards committee was particularly noted.</p> <p>Associate governors Piotr Ashwin-Siejkowski, Tom Holmes and Jane Tomlinson have agreed to serve for another year.</p>	
4.	<p>MINUTES</p> <p>The minutes of the meeting on 21st September were revisited and approved.</p> <p>Ben D noted that there are traditionally a substantial number of papers circulated by email before meetings. This is not necessarily the most effective system. Ben D informed the governors that he and the clerk would be trialling a new system for the next meeting, utilising the AfC portal. Suggestions and feedback would be welcome.</p>	All gobs
5.	<p>MATTERS ARISING</p> <p>The following matters arising from the minutes were noted:</p> <ul style="list-style-type: none"> • Although the SDP has been circulated and published it can still be amended • Curriculum & Standards committee work plan still requires updating • The school has been offered premium Spark membership at a lower rate due to the budget deficit. This arrangement requires further discussions between Stuart C and Ben D • A document about British values is now on the website under the ethos section. The Prevent duty is now referenced in the Child Protection and Safeguarding Policies and will be added to the PSCHE policy when it is next reviewed. <p><u>New classrooms on the junior site</u></p> <p>The building work begins in January and is due to be completed in May 2016.</p> <p>Q What efforts will be made to minimise noise disturbance? It remains to be seen how intrusive the noise of the building works will be. Noisy works will not be allowed during exams. There may be an opportunity for some activities to be moved to the middle site.</p> <p>Q How will the school ensure the safety of the children during the works? Fencing will be used to keep children away from danger and machinery will be stored in temporary sheds when not in use.</p> <p>Q Are you confident that the works will be completed in May? Factors such as weather may delay the project but there is an absolute deadline of the end of June 2016.</p> <ul style="list-style-type: none"> • Ben D and Hugo C will continue to follow the progress of the junior site building works and will report back to the full governing body when necessary. 	<p>Kate N</p> <p>Stuart C/ Ben D</p> <p>Ben E</p> <p>Ben D / Hugo C</p>

<p>6.</p>	<p>Headteacher's Report</p> <p>Stuart C presented his report to the governors and drew their attention to the following additional information:</p> <ul style="list-style-type: none"> • The child in yr 1 facing possible exclusion has now found a place in an appropriate setting elsewhere • After an incident on the middle site a delegation of class reps came to meet Stuart C to raise their concerns about a number of issues including homework, playground behaviour and safety. These issues were resolved to the parents' satisfaction • 6 pupil premium children attend Art therapy sessions which are funded by the PP grant. An additional 2 children receive Art therapy sessions that are funded by the Trustees until summer 2016. • The meetings about the curriculum changes, hosted by Tom H and the yr 6 teachers, were well attended and positive feedback was received using a questionnaire; some concerns were expressed informally. A summary of the formal feedback was circulated • The evening meeting about the chromebooks project was led by Tom Powell and was less well attended but the attendees were satisfied by the presentation and asked questions which indicated their interest and support • Staffing update: all new members of staff have settled in well. It was noted at one of the NQTs had previously been employed at school as a TA, illustrating the mutual advantage of nurturing the career development of staff • The role of music co-ordinator is now shared between Caroline Freer (based at the infant and junior sites) and Stuart Brampton (junior site). This was welcomed by governors, especially given the significance of music on the SDP this year • The resignation of Katie Varney is a great loss for the Unit (Gathered Provision). 	
<p>7.</p>	<p>SEN 2015 Report for Governors</p> <p>Lucy M updated governors about the SEN provision at school. Stuart C explained that the SEN provision within the school is extremely strong and is a source of great pride. Children are receiving support not only when they have difficulties with the curriculum but also with emotional and social challenges that they experience. SEN is an important and central facet of the termly pupil progress meetings.</p> <p>Q How many children are identified as having special educational needs at St Mary's?</p> <p>Approximately 55 children in total:</p> <ul style="list-style-type: none"> • 10 children in the Unit with an EHC plan (NB there are currently 3 spaces) • 10 children in mainstream, with a statement or EHC plan • 35 further children in mainstream with an identified SEN that required up to 9 hours intervention per week. <p>Q When a child with SEN requires more than 9 hours' intervention, what happens then?</p> <p>The school will help the family apply for an EHC plan, which will take approximately 6 weeks and will release more funding to target the child's specific needs.</p>	

	<p>Q How do the SENCOs provide support for speech and language needs within mainstream?</p> <p>They liaise closely with the Speech and Language therapists and support is delivered where appropriate.</p> <p>Q Have the number of children with SEN grown as a proportion of the school's population?</p> <p>No, actually the simplification to one SEN category (where before there used to be multiple categories) has led to the reduction of the SEN register.</p> <p>The report incorporated an update from the SLT about teaching in the Unit (Gathered Provision):</p> <p>The original plan was for the Unit Lead and the teacher to equally share their time in class on each site (0.5). However, due to teacher illness this did not happen. Consequently, the Unit lead stayed on the middle site and the teacher on the junior site. Therefore the National curriculum for the Unit children on the Middle site was covered by the two school SENCOs, who are qualified teachers. Since Tuesday 3rd November there has been a trial period for a month whereby the two members of Unit staff are teaching 0.5 on each site. Once this trial period is finished, we will review the situation to ensure that the national curriculum is being met on the both sites.</p> <p>Q Has the size of the Unit grown in proportion to the size of the school?</p> <p>No, the Unit does not receive enough funding to grow in line with the school's growth. For this reason, there is now no Unit provision at the infant site and the maximum number of children in the Unit remains ten.</p> <p>Q Is the current placement of the Yr 4 child in the middle site Unit legal, given that he is not being taught alongside his chronological age group on the junior site?</p> <p>Tom H confirmed that after discussion with the LA, it was concluded that in this instance, his placement is legal.</p>	
8.	<p>Summary of school data 2014-15</p> <p>Tom H presented the data from last year's KS1 and KS2 results. In future years this presentation will come to the first meeting of the academic year.</p> <p><u>School data showing attainment levels</u></p> <p>The first part of the presentation looked at attainment in both key stages. The results are on the school website. Governors asked the following questions:</p> <p>Q How do you explain the phenomenal KS2 Maths results?</p> <p>The yr 6 teachers were given a target of 25% to achieve level 6 in maths. The classes gathered momentum and achieved 41%. Much credit must go to the teachers for surpassing the target.</p> <p>Q Why was the result for Writing at KS2 so much lower than for Maths?</p>	Kate N to amend workplan

One reason for the difference may be that writing levels are based on teacher assessment which is moderated externally, whereas the other subjects are based on exam results. The assessment of a child's writing level involves testing whether they can write independently in a number of different styles.

Governors were reminded not to focus exclusively on the high level attainment but to appreciate that getting some children to a solid level 2 or 4 at KS 1 or 2 is AT LEAST as noteworthy as the level 6s.

School data showing progress

100% of all children made the expected progress (of two levels) at KS2 and more children achieved greater than expected progress than the borough's standards.

Q Are you able to use the data to identify how many children rise from level 2 at KS1 to level 6 at KS2, making 4 levels of progress?

Raise online does not provide this: the statistics are based upon '2 levels' or 'more than 2 levels'.

Q Why did 4 out of 91 children not achieve level 2 at KS1?

The low results for those children can be attributed to fact that one child was in the Unit with an ENC plan, the second was in mainstream and received a statement of SEN at the end of yr 2. The other two children had English as a second language (EAL).

Q Will these four children achieve level 4 at KS2?

The school has a very good record of supporting the progress of children with EAL and these will be expected to achieve at least level 4. Arguably, it would be remarkable if the two SEN children did achieve level 4, as this might be precluded by their educational challenges.

Q Given the removal of levels this year, how are you intending to compare these figures (2014-15) with next year's results (2015-16)?

It will be possible to track the progress of children from yrs3-6 by converting the 'expected level' to 100 points. Therefore a child that was achieving 2b at KS1 would be expected to achieve 100 at KS2.

Q Given the removal of levels, how are you intending to compare the school's progress against the borough's standard scores?

The school expects that the borough will come up with a way of tracking the data from different schools. It is in everyone's advantage to be able to compare scores and identify schools where children are making outstanding progress. They have already clarified that there are floor standards for children to reach the 'expected standard' this year. It is 65% in English and Maths.

Q Do you have any means of assessing the significance of private tuition as an additional explanation of the school's excellent attainment levels?

Although increasing numbers of children are apparently receiving private tuition

outside school, the results point to a far greater proportion of children making remarkable progress than can be explained by this development. The extraordinary achievements (eg KS2 41% level 6 in Maths) is the undeniable effect of a school-driven momentum.

Numbers of children applying to selective independent schools at 10+ has also increased in recent years. The school does not provide specific preparation for these tests and consequently some parents choose to find private tutors to target skills such as verbal and non-verbal reasoning.

Q Can you identify the 5% of children that did not achieve level 4 writing at KS2?

Yes, there were three children with EHC plans in yr 6 who, due to their educational challenges, were not able to achieve level 4, despite interventions.

Q Does the high percentage of children achieving level 6 at KS 2 (eg Maths – 41%) create a problem for the local secondary schools that receive them in yr 7?

Yes this is acknowledged in secondary schools, where level 6 is not expected until yr 9. However, this will be ameliorated by the new curriculum 'mastery' concept which is intended to ensure that children's understanding of their subjects is richer and wider ranging, rather than simply further ahead on the curriculum.

One of the potentially worrying effects of the loss of the level 6 paper for subjects such as Maths is that these higher level questions will appear throughout the paper, with potentially detrimental effect on the confidence of the less able children.

Q Does the school track the progress of pupil premium children as a specific group?

Yes this tracking is carried out. Raise online identifies pupil premium children as a subgroup. Over the next few days at school, the Pupil Progress meetings will be taking place to ensure that every child in the school is making at least expected progress. Pupil Premium children are tracked as part of this progress.

Ben D commented that these Pupil Progress meetings were an excellent example of how the school considers the progress of each individual child.

Q Can the governing body thank the Yr 6 teachers for these excellent KS2 results?

It was agreed that in addition to being evidence of excellent teaching at yr 6, the results should also be seen as the result of high quality teaching in other years. The chair of governors will therefore write a note to all the teaching staff.

Governors agreed that the recent listing of the school on the Times league tables (based on 2014 figures) had created excitement amongst the school community and a heightened awareness of the school's remarkable attainment levels. Forthcoming listings (based on 2015 figures) are likely to indicate an even better result.

Ben D to write a note to all teaching staff

<p>9.</p>	<p>Autonomy and Collaboration: Multi Academy Trusts</p> <p>Ben D introduced this item and explained that he did not intend an action to follow immediately. Governors were encouraged to increase their understanding of the current debate around the conversion of schools into academies or joining federations and to reflect on the possible attractiveness of this model for St Mary's at some point in the future.</p> <p>Neil S presented his discussion paper which was also circulated to all governors (not in advance). Afterwards, governors asked the following questions:</p> <p>Q What does a Multi Academy Trust look like?</p> <p>A MAT is a legal entity that can take one of a number of forms. One local example is the MAT formed between Waldegrave secondary school and Nelson primary school. In this example, one governing body oversees both schools. It is noted that this collaboration was a direct result of Nelson school being defined as 'requiring improvement'.</p> <p>Q Would St Mary's lose its autonomy by entering a federation or trust?</p> <p>There are different types of merger. A federation would be likely to have 'softer' benefits of collaboration between equal partners but joining a MAT is likely to be the result of a more successful school 'acquiring' a less successful school as an unequal partner, with consequent loss of autonomy.</p> <p>Q Is there an argument for being the first in our area to form a federation or trust?</p> <p>Lucy M described what she considered to be a borough-wide tactic of exaggerating the advantages of formal collaboration. By engineering the fear of being left behind, it would only take one school to embrace the MAT model in order to result in many schools feeling that they had no alternative but to join a trust or federation. There is no current plan for St Mary's to form an MAT.</p> <p>Q Is there an argument for pursuing closer ties with other C of E schools?</p> <p>Ben D explained that LDBS has been keen to advise voluntary aided schools that they should not consider academisation unless there are clear advantages for the children. However, the LDBS is very positive about the advantages of a softer federation of Cof E schools within a local 'cluster'. Perhaps this is a model that would benefit St Mary's.</p> <p>Ben D thanked Neil S for his presentation. Governors agreed that St Mary's should be thinking about its links with other church schools and should watch the progress of this politically-led agenda.</p>	<p>All govs</p>
<p>10.</p>	<p>COMMITTEES</p> <p>Ben D thanked Ieke H for her work on the committee memberships for this year.</p> <p>Ben D has been named the designated governor for Pupil Premium</p>	<p>Kate N to recirculate committee membership doc</p>
<p>a</p>	<p>Full Governing Body</p>	

<p>b</p>	<p>Admissions</p> <p>There are no changes to the Admissions Policy this year and the school will not therefore be putting the policy out for consultation this year (for the first time).</p> <p>The governing body approved the Admissions Policy for 2017-18 along with the supplementary form which from now on will form an appendix to the policy.</p> <p>Q How will the school deal with parents' requests to delay the starting date of their child for a year?</p> <p>Our policy simply incorporates the mandatory wording from the borough. Essentially, if a child meets the criteria for admission, yet the parents decide to delay for one year, the child will not be guaranteed a place for the following year. This will undoubtedly act as a disincentive.</p> <p>Governors decided that the policy was currently unclear about how to submit a request to delay the start of a child for a year.</p> <p>The governing body approved the Admissions Policy for 2017-18 subject to a minor amendment clarifying where to submit a request for a child to delay for a year.</p> <p>From now on the policy will include the supplementary form as an appendix and both will continue to be reviewed annually.</p>	<p>Hugo C to amend and Kate N to add to website</p>
<p>c</p>	<p>Curriculum & Standards</p> <p>Governors received this committee's terms of reference and minutes prior to the meeting. There were no questions.</p>	<p>Kate N to file</p>
<p>d</p>	<p>Ethos</p> <p>Governors received this committee's terms of reference and minutes prior to the meeting. There were no questions. The following items were raised:</p> <ul style="list-style-type: none"> • The Trustee's party in November was a great success • Father Piotr was continuing his support for all the staff and children in the school • The Ethos committee had some on-going concerns about the expression of the school's British values and encouraged governors to be aware of the Church of England's guidance which will be reviewed and brought back to the GB at the next meeting 	<p>Kate N to file</p> <p>Jeff HW to report to GB in spring term</p>
<p>e</p>	<p>Finance</p> <p>Governors received this committee's terms of reference and minutes prior to the meeting. The Finance Policy and Procedures document was approved by governors.</p> <p>The following item was discussed and noted:</p> <p><u>Trustees Special Fund</u></p> <p>This has not been collected for a number of years. The fund was previously administered by the Trustees on the school's request and for which the school is grateful. It will now revert to the school's control, be re-named St Mary's Fund and be overseen by Finance committee. The relationship between this fund and</p>	<p>Kate N to file</p> <p>Kate N to add to website</p> <p>Neil S to</p>

	<p>FoSM's fundraising activities must be clarified and the exact purpose of the fund explained to parents.</p> <ul style="list-style-type: none"> • Governors approved the principle that St Mary's parents could be asked to make a regular contribution to the fund • Finance Committee will prepare a paper for the full GB in the Spring Term. • Neil Stirling will write to Justin Pickard and the Trustees to explain the school's intentions. 	<p>prepare a letter to parents</p> <p>Neil S to report to GB in spring term</p> <p>Neil S to write to Justin Pickard</p>
<p>F</p>	<p>The Deficit Recovery Plan – update</p> <p>The school's finances are an absolute priority this year and the Deficit Recovery Plan is included in the first item on the SDP.</p> <p>The school is not allowed to submit a deficit and consequently has produced a Licensed Deficit Recovery Plan over 4 years, in order to enable central government to provide a loan which will allow the school to continue to operate.</p> <p>The borough have helped the school to come up with this plan, which was circulated to governors before the meeting.</p> <p>The plan shows that St Mary's is running at a loss each year of approximately £200,000 and it looks at costs and identifies opportunities for extra income.</p> <p>A significant part of the plan is to demonstrate St Mary's uniqueness; split over three sites and encompassing a Unit (Gathered Provision) over two sites.</p> <p>One of the outcomes of the plan will be relating to staffing and the employment of NQTs to fill forthcoming vacancies.</p> <p>The progress of the plan and the expected approval by central government will be reported to the full GB at the next meeting.</p> <p>Ben D thanked Finance committee, especially Neil S and Simon Minty for their work on this plan and stressed that Finance as well as Pay & Staffing committee will be called upon to support the Senior Leadership Team make some difficult decisions regarding staffing.</p> <p>Two immediate questions require clarification:</p> <p>Q When will the school receive confirmation that the loan has been approved and from whom will this confirmation come?</p> <p>Q Why has a rate of 0% inflation been recorded in the Plan (section 3)?</p>	<p>Neil S to report to full GB in Spring term KN to add to agenda</p> <p>Neil S to provide answers to BD</p>
<p>g</p>	<p>Pay & Staffing</p> <p>Governors received this committee's terms of reference and minutes prior to the meeting.</p> <p>Q Why has the staff wellbeing survey been changed on the terms of reference?</p>	<p>Kate N to file</p>

	<p>Due to the robustness of the school's appraisal system for staff, this survey is thought to be excessive and it will now take place every three years and this will be reflected in the terms of reference</p>	
h	<p>Premises, Health & Safety Governors received this committee's terms of reference and minutes prior to the meeting. There were two questions:</p> <p>Q Does the school have defibrillators on each site? No, this equipment is not currently held at school.</p> <p>Q Has there been any progress with the necessary plans for an additional classroom on the middle site?</p> <p>Some progress has been made. This item will be brought to the Spring Term meeting.</p>	<p>Kate N to file</p> <p>Kate N to add to agenda for spring term</p>
i	<p>Pupils, Parents & Community Governors received this committee's terms of reference and minutes prior to the meeting. There were no questions.</p> <p>A small revision to the wording of the Home School Agreement was accepted and this document was approved by the governors.</p>	<p>Kate N to add to website</p>
j	<p>Record of Visits</p> <p>Ileke H reported on her visit to the Harvest Service at St Mary's Church on 20th October 2015, which was led by Yr 2 and attended by the whole school. This report had been circulated prior to the meeting. Due to shortness of space, yr 5 sat on the balcony. All children listened to Father Piotr with interest and all children listened to their fellow pupils with respect. A successful event.</p> <p>Neil S gave a verbal report on his attendance at a chromebooks information evening for parents which was held by Tom Powell on 25th November 2015. Despite receiving a low turnout (18 total), the event gave an opportunity for Tom P to demonstrate the progress of this project and indicate the ambition of the school to harness available technology in order to enhance the education of the children. There is no plan to ask parents to contribute further to this project which is still rolling out across the school.</p>	<p>Neil S to submit a formal report to Kate N for filing</p>
11.	<p>ANY OTHER BUSINESS</p> <p><u>Gold Membership of NGA</u> Kate N explained that St Mary's now holds gold membership with the National Governors Association. Benefits include access to legal advice for governors, all governors will receive the termly magazine 'Governing Matters', new governors will receive an induction package from NGA and attendance at many NGA events is free or at a reduced rate.</p> <p><u>Headteacher Recruitment Panel (HRP) update</u> Ben D outlined the progress of the recruitment arrangements since the last GB meeting. The HRP members have met four times already and are following guidelines provided by the NGA.</p>	<p>Kate N to provide NGA with governors' postal and email addresses</p>

The governors on the HRP are supported by non-voting representatives of the borough/AfC and LDBS. Ben D noted that the recruitment has presented an opportunity for St Mary's to befriend our supporters at the borough/AfC and LDBS, with a greater understanding of the school's exceptional nature being the desired outcome.

The school has adopted a 'business as usual' policy
Ben D spoke to teaching and support staff to explain the process in person. Community is being kept up to date via the school website and school communicator

- Announcement from the Chair of the governing body
- Announcement from headteacher
- Answers to frequently asked questions (FAQs) about the recruitment

The vacancy is now advertised in the following places:

1. Tes magazine this week and in the following locations online:
2. Tes online
3. eTeach
4. guardian jobs
5. LDBS website
6. St Mary's website

Ben D expressed his thanks to the Trustees for providing the funds for the advertising, and to the designer of the advert and pack, former pupil and graphic designer, Alice Tomlinson.

Ben D requested that all governors contribute to the process in these specific ways:

- Spread the word about the vacancy via their own personal networks
- Make sure that they are available from 6pm (and possibly earlier) for a specially convened meeting on Thursday 21st January 2015 to endorse the selected candidate
- Submit their own ideas about a good question to ask at interview, as well as a follow-up question.

Headteacher leaving – events planned

Several people are working together to ensure that Stuart C's departure is appropriately marked by suitable events, adequate opportunities to say goodbye and no doubt to give him leaving presents. Ben D thanked Katherine Cox for raising the issue with PP&C committee.

Jane T explained Stuart C's explicit request:

- A whole school assembly on the middle site on Wednesday 23rd March 2016
- A staff party
- A whole school photograph is planned

Due to lack of space, parents will not be able to join the assembly, but will be welcome (as usual) to the Easter Service at St Mary's Church on the previous day – Tuesday 21st March 2016.

There will be an opportunity for parents (FoSM reps) to present him with a

**All
governors**

	farewell gift before the assembly on his last day. Jeff HW led the governors in their thanks to Ben D for rising to the multiple challenges presented to him during his inaugural year and all reiterated their support and desire to assist him in his role wherever necessary.	
	Jeff HW closed the meeting with a prayer at 9.40pm	
12.	NEXT MEETING Dates of full Governing Body meetings 21st January 2016 (from 4pm onwards) - meeting to endorse HT candidate 29th February 2016 at 7pm 20th June 2016 at 7pm	