

EYNESBURY Church of England (C) SCHOOL

MEETING OF GOVERNING BODY

HELD ON THURSDAY 5 MAY 2016

Present:

Karl Wainwright (Chair)	KW
Helen Rouse (Head teacher)	HR
Andrew Chapman	AC
Barbara Churms	BC
Michael Freeman	MF
Kate George	KG
Mandy King	MK
Sue Lea	SL
Stewart Martin	SM
Sharie Neale	SN
Eileen Raggatt	ER
Andrew Underwood	AU
Sonia Wilson	SW

Apologies: Andrew Chapman, Debbie Noonan, Caroline Truman (maternity leave)

In attendance:

Marie Todd (Cover clerk)

Apologies were offered for Tracey Crawshaw due to a bereavement.

The meeting opened at 7.00 pm

The meeting was quorate

KW welcomed everyone to the meeting including new governors Sharie Neal and Sue Lea. HR opened in prayer.

Sue – Lives locally, 2 children, joining nursery in September. Was governor at school in Hackney. Work in London in government special advisor in treasury, prior to that 2 ½ years at DoH. Works as a Press Advisor

Sharie Neal was a director of music, retrained in maths – Headteacher of independent girls school and Director of junior school, also an independent schools inspector. Based in London.

Housekeeping

Minutes from last meeting

The minutes from the meeting held on 8 February 2016 were signed and agreed as a true and accurate record. They were proposed by E Raggatt and seconded by A Underwood.

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Matters arising from last minutes 8 February 2016 and not included in the minutes

SCR – HR and KW to sit and check through this.

Disqualification by association. New members of staff have to sign to confirm no one in their household impacts on safeguarding – expectation that all staff will sign it. May be that governors are asked to sign a disqualification by association. Would be needed for volunteers also. This will be actioned over next few weeks.

AOB – photographers – a photo has been provided to the office, need all pen sketches from governors to Scarlet.

Spring briefings – need to receive these from TC. ACTION KW to check with TC.

Committee minutes have been shared appropriately.

Website - No attendance register on website – code suggests there should be. List of governors not up to date on website. This will be actioned over next few weeks.

MAIN AGENDA ITEMS

1. **Register of Pecuniary Interests**

None recorded.

2. **Budget**

KW and AC acknowledged a pecuniary interest for this item as both have wives employed at the school.

HR advised that the budget is flat although staff fees are increased for reasons including the rise of the minimum wage and auto enrolment for the pension scheme for all staff.

The committee learned that any good progress for the school means less money as an income.

Helen shared the Finance details

The budget has been put together base on worst case scenarios whereas in reality there are some savings that are expected including the support staff reduction of temporary hours.

Swimming is continuing using some of the Olympic Legacy funding to ensure four year groups continue with a term of swimming lessons this term which is something the school feel is important given the water features of the town.

Presenting a budget represent £52k including a carry forward recurring the carry forward

AU proposed the budget, KW seconded and all were in favour.

3. **Katie Crozier (KC)**

HR introduced KC and advised that the school is looking to retain her for two mornings a week as a Lead Practitioner within the school. KC will continue her to work in school and with other schools to deliver Maths Mastery training. Katie shared the Maths Mastery presentation (see attached) stating the outcome will be improvement in standards of maths across the school.

HR/TC

Governors heard that the NCTM (National Council Teaching Mathematics) have trained 140 teachers across the country and the organisation have a high level of influence within government. KC will be looking to continue training in this area next year.

KC shared the Model for Mastery diagram as a hand-out and governors talked through the importance of tables.

Governors enquired whether the school has identified additional resources required for this course for this academic year? KC confirmed that the school has invested in maths materials and may look to purchase new text books. The costs are approximately £6k for the text, working books and teaching resources. The online resources are valid for a year.

KC was asked how does the course sit with the National Curriculum? KC confirmed that the Maths Mastery content stays broadly within the National Curriculum however it very much focusses on an approach of 'keep up not catch up' with interventions along the way for those students requiring them. Governors learned that the course allows for differentiation for the range of ability in the class but does not require a teaching style which is often suggested as a ping pong effect. All the students receive 30 minutes of quality teaching per lesson. This method is very effective at keeping all students engaged and enables teachers to be much more fluid.

All children will have received the same core message however some may grasp it quicker and they will further embed and deepen their understanding. The method has been found to be particularly useful for the lower core students and of course there will be some students who work below the core. The students are not in ability groups and therefore do not feel 'pocketed'. Governors asked whether the approach holds more able students back? No, you are able to work on students who are more able to offer a deeper understanding, challenge within a safe set of numbers that they are clearly comfortable with. It offers the support to the less able students and gives them empowerment to understand the deeper concept.

Governors asked whether the school will we look at helping parents understand the approach. It was acknowledged that the school will look to encourage parents to help their children at home. To see

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their own children in the classroom undertaking the work has proven a successful manner in which to engage and help parents understand classroom concepts.

HR stressed that before the school look to interact in such a manner with parents it is important to build the confidence for teachers in this style of teaching.

4. **Standards**

HR shared the draft report on progress and achievement in academic year 2015/16 and explained that it was felt the document does not help to understand where the school is progressing and achieving and it will be improved in the future.

The end of autumn term, it was difficult to meet expectations for age related. Generally reading appeared stronger than writing and maths.

Looking at spring term,

Year 6 reading, have done another assessment since this document.

Governors were advised that students do not have to meet every single key objective. The school had initially planned on noting 'secure' grades however in preparing the paper it is clear that this would not be an effective tool. The school will be seeking to achieve all children meeting all age related expectations.

Governors enquired whether the school has a guide to assist the teachers in measuring this? No however the SNSF have created a resource which suggests what 'secure' looks like across the years. The national view has concentrated on Year 2 and Year 6 only whereas within the town we are working together to build a full KS1 and KS2 picture.

Governors enquired why students in years 1 and 2 had not achieved all aspects. HR advised that the children need to be able to consistently show understanding and teachers need to note understanding has been demonstrated at least three times. The school is working with teachers to build their confidence so they can confirm a student has met their age-related expectation. Support is being given to achieve this confidence.

Governors asked how in terms of translation for transition, how is it working for expectations to secondary provision?

There is a number that will be converted to level for secondaries and the school will give as much information as possible including teacher assessments. Secondary schools also need to understand and use the age-related levels.

PPI year group information was included on the report represented by the bracketed numbers. An example of percentage was advised by 2 students in year 3 sit on the SEN register and are PPI, this will

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have evident impact on the figures of achievement and progress shown.

HR advised that it has been a difficult year for teachers to be able to be confident in what they are saying in terms of age related expectation. Governors were talked through the actions being taken by the school and informed that the school is concentrating on ensuring the teachers are teaching well and ensuring students are learning and making progress.

The School Improvement Priorities document was shared.

Governors were informed of a tool used within the school called Tapestry; it being an early years tool for assessment purposes. It has hugely increased parental engagement from the time of the first home visit and the curriculum is linked to the tool.

The school are looking to use the tool wider than pre-school as a method to ensure quality of marking and teaching continues across the years. Tapestry will be a visual aid and enables the inclusion of notes of progress. The ultimate aim is that key stage 2 students will be effectively writing their own journal through using Tapestry and by doing so will be taking greater ownership of their record of learning. Furthermore parents can add to it for any learning outside of school.

At the staff meeting yesterday it was discussed how to move from an early years device for assessment to a parent engagement tool.

Parent governors confirmed that their children are encouraging parents to add to Tapestry. It is clear that children recognise that learning also occurs outside of school too.

The use of the tool may have implications for the website in terms of the type of information being held on there being relevant.

The cost of Tapestry is £1 per child for early years.

SN works at a 4-18 school and advised that they use a tool called Firefly which includes the addition of documents for homework. SN advised that the expense of Firefly is greater but that they may offer different packages at a lower cost. **ACTION:** KW asked if SN could enquire over packages available.

SN

5. Head's Report including SDP (Top Line), RAP and TOP

The Head teacher presented a written report to the governors which was circulated at the meeting;

Governors enquired if any students had been removed in protest for the SAT tests? HR advised that there was 100% attendance

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although one parent had formally lodged their disapproval for the testing.

Governors asked if the school encounters any problems with parents taking their children out of school for holidays? HR informed that the schools latest challenge is action to take when a child comes back to school advising about a holiday they have been on but that their parents have advised of formal / medical appointments as being the cause of the absence. HR does follow such cases up and where necessary notes as unauthorised absence on the child's record. In this one case the family have accepted the correspondence from HR without questioning yet has provided the school with written information of a medical appointment.

There have been three situations where families have been fined. **Governors asked whether fines and court processes cost the school.** No although the fine also does not benefit the school either.

There have been ongoing issues with property management service and an ongoing dispute of the SLA. Threatened legal action. Recommend that would stop the SLA for 16/17. If we stop SLA now does that mean we

Could we suspend our contract? The school will need to write to them to advise that they are in breach of agreement

Are we due to pay more this term? Yes this term for 16/17. HR has advised that not paying latest invoice until they provide answers to the questions posed, they were not even able to advise who our property manager is.

Governors enquired who will provide alternative support? HR advised that the risk of coming out of the contract now is minimal. We will be gapping for emergency cover with a risk assessment for this.

The cost of the contract is £1800 a year for Kier however Governors could discuss where to put the money as an alternative to gain value for money.

ACTION: Governors agreed to seek legal guidance from County and will bring the item back to next finance committee.

Governors enquired whether HR is aware of bullying issues. HR confirmed that she is aware of discussions amongst parents.

HR/TC

At staff level they are helping children to understand the impact of things that are said. HR shared with governors that Year 6 boys might show their feathers and the school have had to work with groups of year 6 and 5 for their respect for each other. This is a continued theme in assembly and throughout conversations within the school environment. The school are thinking about how the

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Year groups interact with each other to promote positivity.

6. Code of Conduct

Cambridgeshire CC has a revised code of conduct for governing bodies.

A governor suggested the need to ensure regular attendance at the meetings are published on website.

ACTION: KW advised that he will ask TC to put an attendance record together.

KW/TC

The Code of Conduct was proposed and all were in favour to accept it.

ACTION: KW advised that all governors are required to re-sign the eligibility form showing ID at the school office.

All

7. Academy Conversion Model

HR shared a paper with governors in regard to the recent governor White Paper 'Educational Excellence Everywhere' which suggests that all schools should become academies by 2020.

Tim Coulson is the Regional Schools Commissioner who approves all academy conversion requests. As a church school, Adrian Reed, Director of Education for Ely Diocese is also involved in this approval.

HR outlined the number options available to Eynesbury CofE Primary School in regard to converting to an academy including;

DEMAT

SNLP

Diamond Learning Partnership (SLP)

In addition to other options to be explored including other unnamed MATs or SATS or the creation of a new MAT.

HR advised that there is a need for governors to explore the options and proposed that a number of governors create an Academy Conversion Planning Committee in order to do so, research the options available including benefits and risks and report back to the FGB.

Governors to make a recommendation to the FGB and for a plan to be put together for conversion over a year.

HR confirmed that she has been approached by an Academy and that she has instigated two contacts to existing MATs for more information.

Governors heard that Mr Reed had visited the school on

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Wednesday 4 May and had provided HR with information about DEMAT.

HR informed that she had also had a meeting with Mr Carroll, CO of the SNLP Trust and Susannah Connell , Executive Head of the Diamond Learning Partnership.

Governors were alerted to the importance for them to be fully engaged in the process but that a smaller working party to research the options would be practical.

KW confirmed that he would not be involved with the working party given his links as Chair of the SNLP Trust. He has confirmed this in discussions with both HR and Mr Carroll. Governors are aware however that KW would be happy to offer advice and guidance if requested to do so by the governors. KW also advised that he is able to recommend an independent advisor who understands the academy conversion process but who is not linked to any academy trust, the gentleman in question is advising schools so that they have a deeper understanding of what a MAT could offer.

Reverend Debbie has confirmed that she would like to be part of the Academy Conversion Planning Committee, ensuring the religious aspect of the school is at the forefront of any options.

HR would see that the Academy Conversion Committee as a sub group of governors including people who will read up the process, the options and the advantages and risks of joining potential MATs. Resources such as online sites called 'The Key' are very helpful for this process. The group would support HR on the journey to Academy status.

Governors asked KW who at other schools the SNLP are presenting to and were advised that the CEO and he were presenting to governors. They voiced an interest for the SNLP to present to the governors. HR was clear that she believes it is important to time the presentations from prospective MATs accordingly what questions to ask and what they ultimately want for their school.

An advantage of being a member of a MAT would enable shared resources. HR has arranged to meet another local Headteacher who is going on a similar journey to Eynesbury CofE.

Governors sought clarity of the deadline to convert to an Academy and was advised that it is 2020. Governors asked whether this is a distraction now when the school has other pressing matters including the School Improvement Plan. It was suggested to wait until September before starting a formal planning process.

HR advised that in her opinion she did not want for the school to be left behind with potentially MAT's reaching their optimum number

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with Academy Trusts attracting the good schools to them.

Governors debated whether waiting a year to look at becoming an Academy would be detrimental. HR suggested that with so much information being available due to the relevance of the subject at present, it would be an opportune time for governors to at least start looking at the information relevant to the process.

KW suggested that governors might find some signposting useful.

HR advised that the Diocese ran some evening meetings about the implications for academies for church schools and that it is likely further events would be held of which she could express an interest in attending.

Governors advised that to begin the process at a future meeting in which they would select the Academy Conversion Planning Committee. In the meantime governors will look at information on line for the Trusts mentioned at tonight's meeting.

ACTION: Mrs Todd would send the electronic version of the SNLP Trust brochure to HR for distribution to the governors.

Governors enquired whether the school can afford to become a member of a MAT?

HR has looked at this and the de-delegation costs would be about the same as the top slice of 5-10% of being a member of a MAT. The DfE funding for Eynesbury would go to the MAT and there will be a percentage of money taken to support the Academy and its structure. Realistically, the school is not going to gain significantly by becoming an academy.

8. Assigning Governors to SDP areas

Governors requested a copy of the SEF. **ACTION:** HR to distribute.

HR

New allocations of the SDP were agreed as below;

- 1a. Karl Wainwright and Barbara Churms
- 1b. Sharie Neale
2. Debbie Noonan and Sonia Wilson
3. Andrew Chapman and Kate George
4. Eileen Raggatt and Michael Freeman

9. AOB – Website

It was acknowledged that the website is not as up to date as would be desired however there is no capacity at the moment for HR to

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attend to the website and the school are unable to increase admin time to accommodate the updates required.

ACTION: KW would add the statutory governor sections to the website. KW

Autumn term governors will need to do a skills audit KW

Date of next meeting: Tuesday 5th July 2016

The meeting closed at 9.40 pm

Signed

Date