



St Nicholas Catholic Primary School (Academy)
Part 1 Minutes of Full Governor's Meeting

Date	30 th March 2017	Time	6pm in School
Governor Attendees			
Name	Type of Governor	Present	Apologies
Angela Bosley	Foundation	Y	
Angela Folland	Headteacher	Y	
Frankie Phillips	Foundation	Y	
Mnsgnr Harry Doyle	Foundation	Y	
Jane Wardle	Foundation	N	Y
Lisa Thomas	Community	N	Y
Luke Robinson	Parent	Y (6.30)	
Michelle Johnson	Foundation	Y	
Rachel Sparks	Foundation	Y	
Frances Dennehy	Foundation	Y	
Other Attendees		Present	Apologies
Ali Brocksom	Clerk to Governors	Y	

Agenda Ref	Minute Ref:	Detail	Info Decision Question Action
1		Prayer	
2	50	Apologies & Declarations of Interest Apologies from LT and JW. FP agreed to chair the meeting. There were no declarations of interest.	
3	51	Agree any items of business to be discussed that are not on agenda None	
4	52	Feedback and debrief from recent visits <ul style="list-style-type: none"> The Regional Schools Commissioner visited the school today and met with AF, SLT, WLT, Governors (LT & FP), staff and pupils. He is visiting 6 CAST schools in total – we were the first. He looked in detail at the context of the writing data with AF and AH. There was also much analysis of the context of each cohort in school. 1/3 of all children have some SEN, many of which have a specific diagnosis. Individual needs of children have been said to be 'significant' by Ann Atherton whose support we buy. We are also seen to be "really inclusive" by Mary Cox the Area Adviser. The individual needs of our children are 'well managed'. <p><u>Outcomes of the visit:</u> Strengths were identified:-</p> <ul style="list-style-type: none"> Strong SLT with clear focus on school improvement to ensure good outcome for all children An analytical approach taken to identify issues regarding the writing data last year and appropriate steps taken to 	

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		<p>ensure the same does not happen this year</p> <ul style="list-style-type: none"> • Strong pupil tracking processes established giving meaningful data which is “owned by everyone”. • SEN support and differentiation indicates the school has aspirations of progress for all children. Our new processes demonstrate we focus on individual children. • We have formed and value a good learning culture in school, evident from pupil conferencing and learning walks. • Good use of external support to raise standards at many levels. <p><u>Development areas identified (next steps):</u></p> <ul style="list-style-type: none"> • Embedding responsibility and accountability at middle level management (TLRs holding teachers to account in teams) – this has already been discussed at RES. • Implementing new staffing structures for progress and intervention • Continue to use data to challenge pace and progress, especially for more able children • Review the curriculum offer to extend and challenge children and offer broader opportunities • To pursue expansion to be enable the school to stop having mixed year groups. This could make a real difference. <p>The staff have been fantastic preparing for this visit and we have gained much confidence from it. It is good that most of the next steps indicated have already been identified and discussed by SLT and Governors.</p> <p>He was especially interested in the Individual School Based Plan and other documentation that we use and felt some should be disseminated throughout Plymouth CAST.</p> <p>Pupil Premium Review</p> <p>On 16th March we were selected for a PP review (our 3rd) by Andy Brumby for Plymouth CAST. The PP strategy was examined and his visit note was discussed. He was impressed with the ownership of PP children’s outcomes by <u>all staff</u> throughout the school and that PP funding had been used wisely. He was clear about us being able to use PP funding to benefit all children which we are doing through Accelerated Reader.</p> <p>He was impressed with our Governors (FP and JW) and their discussion about challenging SLT about outcomes for children.</p> <p>Areas for development:</p> <ul style="list-style-type: none"> • Examining PP outcomes for last few years and building up a picture. • Ways we can ‘stretch the funding’ – EEF • Assessment for Learning is the right focus for the school this 	
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		<p>year. We should have a focus on metacognition so children think of themselves as 'learners'.</p> <ul style="list-style-type: none"> • 'Cultural Capital' – looking at engagement. A suggested idea was discussed – '30 things to do before you are 11' which would be exciting and add much to the curriculum. This could include much learning outside and benefit our children. Ideas to be identified which form part of our ethos and vision. • We should develop higher level thinking skills e.g. critical thinking or philosophy – this may also lead to more understanding of the SATs questions • Visiting other schools to find out their PP strategy • Add measurable outcomes to the document and also success criteria – to be uploaded to the website once updated. • Governors to look at barriers to learning instead of purely focusing on data <p>Governors commended the school staff for the progress demonstrated, moving forward together.</p> <p>[LR joined the meeting].</p>	
5	53	<p>Monitor progress of SIP Updated SIP data (including end of Spring term data) was examined and discussed in detail. Main points arising were:</p> <p><u>Writing - achievement</u></p> <ul style="list-style-type: none"> • Much progress is evident. • Strengths in Yrs 1,2 and 6 • Yrs 3,4 and 5 are only just behind target of 74% • GD – strong Yr 1, and 4 – there is concern in Yr 5 <p><u>Writing – progress</u></p> <ul style="list-style-type: none"> • 85% of children are on track for individualised targets • Some children are targeted for GD and appear not on track. As we go through the year and collect more evidence the picture will change and become more accurate. • DIS children are doing better than non-DIS peers in Yrs 1, 2 and 3 – Yr 3 are 9% better. Yr 4, 5 and 6 not doing as well (can only move up in 25% increments). • We then examined the KS2 gap between the school's SEN vs all children nationally. Last year no SEN children reached expected in writing at end of Yr 6. Nationally 74% achieved this – therefore 74 % is the gap we are aiming to lessen. We chose 50% as our target. There is a concern around individualised targets – why are the children still not on track? Yr 1 and 3 are strong. Other years groups are not. Yr 5 are -27% off target. <i>Governors queried why this is?</i> SEN children often make slower progress. It may take them longer to secure the objectives set to achieve the targets. 	Q

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		<ul style="list-style-type: none"> Boys vs girls – we wanted a gap of 13% between the boys and girls. In Yr 3 we have a gap of 23%, in Yr 6 there is a 2% gap. KS1 boys and girls gap is good – better than national compared to Autumn term. <p><u>Maths attainment</u> We have known issues in 5/6 – especially teaching Yrs 5 and 6 children together. To address this leadership time will be reduced to have an additional teacher each day to enable us to split Yr 5 and 6.</p> <p>Not as strong as writing. Greater Depth is stronger – there has been a marked improvement since Autumn term as more of the curriculum has been taught.</p> <p><u>Progress</u> There is a high % on track. DIS – Yr 4 gap has significantly reduced. SEN – only 8% Yr 6 SEN children on track for National. Gap is 62% (target 50%). Boys and girls in Yr 5 – there is no gap unlike other years. <i>Governors queried what we can do to address this gap – do we change the way we teach?</i> A few years ago we carried out maths surveys and taught boys and girls separately for maths. It is more about the gaps in learning for individual children. Girls may need more confidence. It is not gender but other underlying issues to consider.</p> <p><u>Reading attainment</u> Accelerated reader has had an impact. Rag rated green throughout the school for expected or above.</p> <p><u>Reading progress</u> Yr 2 90%. Yr 6 is low and affected by children's ability to do the test. DIS are doing well except Yrs 4 & 6 (100% SEN) SEN not doing well except Yr 5 Yr 2 gap is less – 31% working at expected. Gap is still – 43%. SEN Yr 3 and 4 have made better progress this term. Big gap between boys and girls in Yrs 3 & 4.</p> <p>Next data will be actual data.</p>	Q
6	54	<p>HTR The HTR was examined and discussed.</p> <p>Predictions:</p> <ul style="list-style-type: none"> The predictions for FS are around 74% (between 74 and 85%). There are significant SEN needs. Yr 1 phonics prediction is looking very positive – 85% due to coaching and a new way of teaching with much test experience. 	

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		<ul style="list-style-type: none"> • Yr 2 retakes – predicting 69% - close to national. • Yr 2 R. W & M combined – predicting 73% reaching expected after rigorous progress meetings. Writing moderation has taken place and we are confident the predictions are accurate. • Yr 6 may not reach their 'best case scenario' predictions. <i>Governors queried whether this could trigger a further RSC visit?</i> It could but we are able to show much documentation of the high level of support we are giving children and the context of the school. This cohort have a high EAL and SEN% which have increased as they have moved through the school. 	Q
7	55	<p>Agreement of Part 1 and Part 2 (confidential) minutes of meeting held 9th February 2017</p> <p>The minutes were agreed and signed.</p>	D
8	56	<p>Receive reports from committees based on agreed priorities for the year and consider implications:</p> <ul style="list-style-type: none"> • <u>T&L</u> <ul style="list-style-type: none"> • <i>To scrutinise and understand data to ensure best outcomes for pupils</i> • <i>To secure an effective impact of Assessment for Learning with a focus on more able and disadvantaged pupils.</i> • <i>To continually improve Governor's knowledge of the school and triangulation of evidence.</i> <p>AB discussed the last meeting in terms of these priorities which were covered in detail both at T&L and at FGB.</p> <ul style="list-style-type: none"> • <u>RES</u> <ul style="list-style-type: none"> • <i>Staffing structure and making best use of all staff</i> • <i>Long term sustainability of financial stability of school</i> • <i>Impact of spending to ensure outcomes for children</i> <p>LR fed back from the last RES meeting.</p> <ul style="list-style-type: none"> • <u>Receive reports from governors who have attended training</u> FP and LT attended the PCAST conference for Heads and Governors and FP briefly fed back. • <u>Succession planning</u> AB to send information about types of Governors and PCAST rules to enable future discussion. <p><i>The meeting moved to part 2</i></p>	A: AB
10	57	<p>Matters arising since agenda was distributed as identified at item 3</p> <ul style="list-style-type: none"> • A PCAST CEO was not appointed. The recruitment process will continue. • Marcus Taylor (Chief Operating Office PCAST) visited AF to have a conversation. We were commended as we were the only PCAST School that set a balanced budget last 	

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		<p>year and had a healthy carry forward. We have demonstrated we can manage our school well. We will not be able to keep all of our future c/f as P/CAST will be capping limits and recovering some. The top slice will also increase but AF was able to see exactly what support we will get for that money (The Key membership / recruitment in TES etc / H&S & Premises co-ordinators for the Trust).</p> <ul style="list-style-type: none"> • Expansion of our school has been discussed by PCAST and will be pursued although it is not a top priority. 	
11	58	<p>Correspondence received by AF or LT None received.</p>	
		Date of next meeting: 25th May 6pm	

Chair of Governors

Clerk

Date

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