



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

| Date | 23 rd May 2018 | Time | 6pm in School |
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| Governor Attendees | | | |
| Name | Type of Governor | Present | Apologies |
| Angela Bosley | Foundation | Y | |
| Angela Folland | Headteacher | Y | |
| Frankie Phillips | Foundation | Y | |
| Mmsgnr Harry Doyle | Foundation | N | Y |
| Jane Wardle | Foundation | Y | |
| Luke Robinson | Parent | N | Y |
| Rachel Sparks | Foundation | N | Y |
| Frances Dennehy | Foundation | Y | |
| Lucy Wills | Community | Y | |
| Alex Hill | Community | Y | |
| Patricia Venn-Rees | Foundation | Y | |
| Suzanne Pollard | Parent | Y | |
| Other Attendees | | Present | Apologies |
| Ali Brocksom | Clerk to Governors | Y | |

| Agenda Ref | Minute Ref: | Detail | Info Decision Question Action |
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| 1. | 36. | Prayer | |
| 2. | 37. | Apologies & Declarations of Interest Apologies had been received from RS, LR and HD which were sanctioned. There was a declaration of interest from ABo regarding the update about the land development next door as she is a resident of Ringswell Avenue. | D |
| 3. | 38. | Agree any items of business to be discussed that are not on agenda RSC visit | |
| 4. | 39. | Agreement of Part 1 & 2 minutes of meeting held 26th March 2018 The minutes were agreed and signed. | D |
| 5. | 40. | Safeguarding Report The report was given verbally. The report at the next meeting will cover the whole term. | |

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| | | We have sent all statutory returns to CAST except the SG3 (Governor's Report) which needs to be completed. | A:LW |
| 6. | 41. | <p>Focus on how CiC needs are being met, the progress of these children, and how any Pupil Premium Plus money is being spent.</p> <p>We currently have 2 children in care. Both have had EPEP meetings this term (involving our teachers and the Virtual School and social workers) this term focussing on their academic progress. Both have made progress. We have been commended for all we have done for one child who has made much progress.</p> <p>Both are also receiving PP+ funded play therapy.</p> | |
| 7. | 42. | <p>School Development Plan (information distributed at meeting)</p> <p>AF advised Governors that from September they will be given standardised formats for the HTR, SEF and SDP.</p> <p><u>Leadership and Management</u> All listed actions are either underway or completed.</p> <p>The new Education Standards Manager (Matthew Barnes) visited the school recently. He discussed the SDP, outcomes, assessment and SEN with AF. On 5th June he will return with Louise Adams to carry out a leadership review and examine how leadership could look different next year and ensuring teachers are fully accountable for data rather than SLT.</p> <p>Progress and planning in teams is going well. Teachers understand prior attainment and targets for their children.</p> <p>Brad Murray is returning on the 21st June and will deliver Governor training.</p> <p>Middle Leaders have driven many improvements in school, ensuring very good consistency in school throughout the classrooms.</p> <p>HLTA roles have also worked well and had an impact on TA interventions and inclusion.</p> <p><u>Developing Governance</u> AF and MB discussed the extent to which governors evaluate the impact of the SDP. This should form part of the training with Brad Murray.</p> <p>Governors then discussed communication with parents and how we can meet this action. Governors will ask Brad Murray to discuss appropriate Governor involvement with parents. Governors agreed that we would communicate on the newsletters on at least a</p> | D |

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| | <p>termly basis after FGB. It will become an agenda item.</p> <p>FP and the Chairs of Committees will each write a piece to be amalgamated into a governors' newsletter for the end of term.</p> <p>Governors will consider asking Matthew Barnes to hold a Governance review in the Autumn term. He would be able to advise what 'outstanding' looks like. It would also highlight the positives of our Governing Body and sharpen our focus.</p> <p>We will also consider visiting successful schools.</p> <p>Brad Murray or Matthew Barnes may also be invited to an FGB.</p> <p><u>Personal Development, Behaviour and Welfare</u> A detailed attendance report was given to APW and information is in the distributed minutes. Our attendance is very good (97%) - above our target (96.8%) and also national figures.</p> <p>We have made major changes to our behavioural procedures and behaviour in school has improved. Evidence will be brought to the next meeting. Learn to Learn and Class Dojo are having an impact. Children's engagement has been observed (through drop ins and monitoring) to be improved.</p> <p>We have seen an increase in children able to regulate their own behaviour and reduce the number of times they come to Head Space. AF and DS have both attended mental health conferences and a mental health strategy for children and staff will become part of the SDP.</p> <p><u>Teaching and Learning</u> We have made significant progress in reading and writing following the Primary Writing Project. AF indicated her pride in our school and the learning environment and progress for children's reading and writing, driven by LW.</p> <p><u>Outcomes</u> An assessment review will take place on 5th June. There are issues with Target Tracker which is not showing accurate outcomes for some children compared with teacher assessment. Only some of our classes are demonstrating 80% of children on track to meet end of year targets. The 5th June assessment will help to identify and understand any issues. <i>[See T&L minutes for more information about KPIs and CAST actions].</i></p> <p>The review will also help team leaders to have good, rigorous progress meetings with teachers to ensure progress and ambition for children while keeping up morale.</p> <p>Matthew Barnes is booked to come back on the day after the SATs results (11th July) to analyse the results, and work with AF on the</p> | <p>A: FP + Chrs</p> |
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| | | <p>SEF and SDP for next year.</p> <p><i>Governors questioned the Target Tracker issues and whether these were down to the system or the need for more teacher training? It is a system problem as a large number of statements need to be ticked for each child before they can be said to have reached a target. Under the old APP system these children <u>are</u> showing progress. CAST are working on this (see T&L) and uniformity across CAST.</i></p> <p>We continue to work to improve teacher's subject knowledge, accurate assessment and children's test skills.</p> <p>KR was commended for her fantastic leadership of Yr 5/6 this year and Governors were pleased.</p> <p><u>Predictions</u> We have just finished the KS1 SATS and predicted scores are good - 73 to 77% for Reading, Writing and Maths. We have applied a realistic and sensible framework for the teacher assessments. This means we will be able to demonstrate progress in KS2 more easily as the children move through the school.</p> <p>KS1 results will be lower than previous years but accurately reflect the cohort.</p> <p><i>The meeting moved to part 2.</i></p> | Q |
| 9. | 43. | <p>Land development (ABo withdrew from the discussion)</p> <p>AF has built good relationships with residents. She has joined the residents association and allowed a meeting at the school. We are writing a letter of objection about the access to the housing via Ringswell Avenue.</p> <p>AF has heard back from CAST about the proposed hospital. CAST will not be objecting to the development as it is not adjacent to the school and there are possibilities of collaborative projects (such as art). Governors still have some concerns, especially about communication with our parents. They considered a letter of information to parents which would include details of how to object or comment about the plans if they wish to. AF will write this in June.</p> | A: AF |
| 10. | 44. | <p>Succession Planning JW and HD will complete their 2 terms of office as a Governor in July. AF and JW discussed the role, detailing what a Head wants or needs from a Chair and what the role entails.</p> <ul style="list-style-type: none"> <i>AF needs a chair who provides support, is in regular contact and keeps abreast of what is going on between meetings (staff allegations, exclusions etc.) Someone is needed who can support AF when difficult situations arise and offer solutions.</i> | |

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| | | <p><i>They need to be calm, measured, objective and available.</i></p> <ul style="list-style-type: none"> • <i>The role is <u>not</u> about knowing all about governance as you have support from the Clerk. The Chair can visit other committees and have an idea about issues discussed in these. It involves having a strategic overview and always following policies.</i> • <i>Part of the role is bringing in new strategies or outlooks to help deal with situations in school.</i> • <i>Communication and meeting with AF before meetings is important.</i> • <i>It is a very rewarding role.</i> • <i>There is Head, Chair and Clerk training which we have attended in the past and which was useful in ensuring a good relationship between the three.</i> • <i>There is very good Governor support from Babcock.</i> <p>Review governing body performance over the year and consider changes</p> <p>The Ofsted criteria (distributed) was examined and also the descriptors for good and outstanding governance.</p> <p>What have we done well?</p> <ul style="list-style-type: none"> • <i>Safeguarding – good evidence of meeting expectations, children feel safe,</i> • <i>Support of the establishment of Middle Leaders who have had a great impact</i> • <i>Understanding and triangulating evidence and data seen in visits and pupil conferencing</i> • <i>Probing and challenging questions at every meeting</i> • <i>Training linked to SDP</i> • <i>The work of our staff supporting other schools (LS, AH)</i> • <i>Understanding impact of PP provision in school on progress</i> • <i>Governor involvement in the school – visibility</i> • <i>Governors are very strategic and outcome focussed</i> • <i>Good range and skillset of the FGB. It is a very professional body with transferable professional skills. These ensure accountability and an integrity to the meetings. There is a coherence to the FGB.</i> • <i>Successful recruitment into the FGB.</i> <p>It was considered that the biggest impact to progress and outcomes has been the accountability and challenge to the Head from the FGB. The FGB has high expectations which are filtered through the leadership team, driving improvements. The Head and FGB have a good relationship built on trust. Conversations are robust.</p> <p>What can we do better?</p> <ul style="list-style-type: none"> ○ <i>Diversity of the Governing Body</i> ○ <i>Communication should be more effective to and from parents</i> ○ <i>Ensure actions are completed following meetings</i> ○ <i>Consider changing Governor Visit format</i> | |
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| | | <ul style="list-style-type: none"> ○ <i>More communication with pupils – feedback from them (happiness, security, safeguarding, support). Governor visits can include more pupil conferencing.</i> ○ <i>Induction of new Governors</i> <p>These will form the basis of the training event with Brad Murray.</p> <p>Receive brief reports from committees linked to priorities of SDP:</p> <p><u>T&L</u> ABO fed back from T&L</p> <p><u>RES</u> AH fed back from RES</p> <p><u>APW</u> FP fed back from APW.</p> <p>Governor visit feedback FP fed back from her learning walks and will distribute a visit note. Consistency throughout the school was evident on the recent literacy learning walk. Governors felt differentiation between separate year group targets on the 'S plan' could be clearer,</p> <p>The Governors saw much evidence of clear improvement in books and writing.</p> <p>Governor training feedback AH fed back from Safer Recruitment training and has shared some items with the FGB.</p> | |
| 11. | 45. | <p>Matters arising since agenda distributed as identified at item 3</p> <p><u>RSC visit preparation</u> This was discussed briefly.</p> | |
| 12. | 46. | <p>Correspondance Received</p> <p>None</p> | |
| 13. | | Date of next meeting: 6pm on 11th July 2018 | |

Jane Wardle
Chair

Ali Brocksom
Clerk

Date