

MELLERS PRIMARY SCHOOL GOVERNING BODY**FINANCE AND GENERAL PURPOSES COMMITTEE**

Held at the school on 5th October 2017 at 1.30 pm

MEMBERSHIP

(A denotes absence)

A

Miss J Wood, Chair of the Committee

Cllr A Peach

Mrs C McCrone

Miss A Dawson, Headteacher

IN ATTENDANCE

Mrs C Colmore, clerk to the governing body

Ms M Holton, business manager and associate member

F&GP/01/17-18**APOLOGIES FOR ABSENCE****ACTION**

There were no apologies for absence.

F&GP/02/17-18**DECLARATION OF INTEREST**

Governors were reminded of the requirement to consider declarations of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

F&GP/03/17-18**PRESENTATION FROM TAMARA HEALY ON THE FUNDING
DEVELOPMENT SCHEME FROM PEBBLE**

The Chair welcomed Tamara Healy to the meeting and invited her to inform the governing body about the services provided by Pebble to schools to support them in income generation.

Tamara Healy informed governors that:

- The school already purchased a school fund management system from Pebble
- Pebble provided three packages for income generation, with each package coming with a guarantee that if income generation did not exceed the costs then the package costs would be refunded
- The minimum package, which the school was considering, provided support with grant applications, donations and gift aid. It cost £3,500 plus 10% of income generated
- Pebble sourced the grants and wrote the grant applications, using school information, with the school to submit the bids
- Pebble also contacted all school contacts inviting them to share marketing information for the school and asking permission for further information to be sent to them
- Pebble provided social media support for income generation
- Pebble provided access to the UK's largest grants database
- Pebble would support the school in getting gift aid income.

Tamara Healy advised that the school make annual bids to Awards for All – Headteacher and business manager to action.

HT/BM

Governors asked a number of questions:

- Would all grant bodies require evidence of future sustainability – TH responded that this was bid specific; however Pebble would support with providing the right evidence for compliance with bid requirements
- Did bids require match funding? TH – again bid specific. As part of the initial information

gathering visit Pebble would investigate which bids were appropriate for the school and whether the school would be interested in bids requiring match funding

- Did Pebble have other local customer schools? TH – probably; however customer information would not be shared without prior approval
- How much income do other schools typically generate? TH – income took time to generate. She would not expect the school to generate income in excess of £30,000 in 24 months
- Governors queried contractual arrangements, including the 12 month contract start date and the period for recoupment of 10%. TH – contract starts when the school met the team, which would be after a period of preparation. 10% period for recoupment to be clarified.

Governors agreed to the purchase of the 12 month service at a cost of £3,500.

Tamara Healy left the meeting

F&GP/04/17-18 MINUTES OF THE MEETING HELD 25th APRIL 2017

Governors had received the minutes at the previous meeting of the full governing body.

Matters arising from the minutes

After School Club

The Headteacher advised that:

- Lorna Walters was on a specific permanent contract for the role, which had been job evaluated as equating to her main role in school
- LW was developing an After School Club policy
- Numbers attending were strong and the After School Club was thriving
- A payment system, requiring payment at the start of the week, was in place
- The After School Club was currently operating out of the available year 2 classroom
- Children not collected by 3.35pm, and whose parents had not contacted school to advise of difficulties with collection, were now placed in the After School Club, and parents were charged
- Fines for late collection from the After School Club were in place.

F&GP/05/17-18 UPDATE OF THE BUDGET 2017-18

Governors commended the capital work done in school which had refreshed the existing building and aligned it with the new build. The new spaces in school, including meeting spaces, provided a fit for purpose environment for leadership, teaching and learning.

Governors gave consideration to the variances against the original budget, noting that income for the early years was as yet unclear and that additional income was expected. The school had one family who were eligible for the 30 hour offer. The Headteacher had written to ministers regarding the 30 hour offer, expressing concern that it was based on child care rather than educational need. She would forward the letter to governors.

The school currently had a projected outturn of -£20K, but it was agreed that all expenditure had been necessary. It was expected that the additional income for the early years would reduce or eradicate the deficit.

The Headteacher recommended expenditure of £9,000 on audio visual equipment for the hall. Three quotes had been obtained, and whilst the £9,000 quote was the most expensive it provided best value for money, as the quotes were not for comparable equipment.

Following discussion the expenditure was approved, subject to sufficient income being received so that the school was no longer in a deficit budget position. Final approval delegated to chair and Headteacher.

Benchmarking

Benchmarking data had been circulated at the meeting of the full governing body. It was noted that it related to the financial year 2015-16. Areas of exception included:

- Expenditure of teaching staff being relatively high – reflecting the strategic decision to ensure high quality teaching
- Supply costs low – through effective use of resources
- Administrative support middle to low it was noted that a review of administrative support would be needed at some point in the future with the growth of the school
- Cleaning and caretaking – the site management and cleaning team worked exceptionally well, ensuring a lovely environment for the pupils and staff. The site manager had worked over the holidays and would be taking time off to ensure that he received his holiday entitlement. With growth additional cleaning staff would be needed. Succession planning for the site manager was already in place.

F&GP/06/17-18 PAY POLICY

Carol McCrone led governors through the draft Pay Policy which was based on the LA draft policy and included the 2% increase for all main scale points. The modifications to make the Policy bespoke to the school reflected changes previously agreed.

Governors gave consideration to all areas for modification and approved all aspects of the Policy.

Pay Policy approved and signed by the chair.

Governors received a copy of the leadership pay range documents and approved the pay ranges as presented. It was noted that the lead practitioner also received a pay enhancement. It was agreed that:

- The leadership pay ranges were accurate and appropriate
- Pay ranges and leadership structure be reviewed annually.

F&GP/07/17-18 STAFF APPRAISAL

The Finance and General Purposes committee acted as the Pay Committee.

The Headteacher advised that the evidence presented was based on a rigorous appraisal system which was fully moderated. Governors received and discussed the incremental progression advice from the Headteacher and approved incremental pay increases for teachers and leadership team members, in line with the Pay Policy.

The Headteacher would speak with relevant staff about seeking accelerated progress, including through the threshold to the upper pay range for the next year.

The Chair signed the letters for teachers informing them about their pay.

The committee also received a request to regrade the business manager post. The Headteacher advised that the work being done reflected the needs of the school and Grade H post. Request approved, with the business manager expected to provide strategic leadership including seeking additional income for school. Governors considered that the post would not require further review. The Headteacher would respond to the request for the regrade on behalf of the

governing body.

It was noted that the Headteacher addressed capability and competency issues in school according to the agreed policies.

F&GP/08/17-18 HEALTH AND SAFETY

The chair would undertake a health and safety visit.

F&GP/09/17-18 PREMISES

Governors commended the quality of the premises and asked that their thanks be passed to the site team.

F&GP/10/17-18 SAFEGUARDING

The Headteacher reported that Mark Gilmore had visited and attended a safeguarding meeting. Governors had agreed at the previous meeting of the full governing body that a blog to record visits would support stakeholder engagement; however a formal report from the safeguarding link governor would be welcomed for the records.

F&GP/11/17-18 CONFIDENTIALITY AND COMMUNICATION

It was agreed that no items be deemed confidential for the purpose of the minutes.

The meeting closed at 3.50pm

Signed by the Chair:

Date:

ACTIONS FROM THE MEETING		
REF	ACTION	PERSON(S) RESPONSIBLE
03	Submit bid to Awards for All	Headteacher and Business Manager

MELLERS PRIMARY SCHOOL GOVERNING BODY-

PUPILS AND CURRICULUM COMMITTEE

Minutes of the Autumn Term meeting of the Pupils and Curriculum Committee of the Governing Body of Mellers Primary School held at the school on 12th October 2017 at 1.30 pm

MEMBERSHIP

(A denotes absence)

Mr Mark Gilmore, Chair of the Committee

Miss Judy Wood

Mrs S Munir

Ms Jo Kervick

Miss Amanda Dawson, Headteacher

IN ATTENDANCE

Mrs Clare Colmore, Clerk to the governing body

Joy Buttress

P&C/01/17-18 APOLOGIES FOR ABSENCE

There were no apologies for absence.

P&C/02/17-18 DECLARATION OF INTEREST

Governors were reminded of the requirement to consider declaration of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

P&C/03/17-18 MEETING WITH SCHOOL COUNCIL TO HEAR THE VIEWS OF PUPILS ABOUT GENDER IMPLICATIONS IN LEARNING

Governors were reminded that on average on entry to school data showed that girls outperformed boys; however by year 6 boys attainment had overtaken girls.

The Chair welcomed the school council to the meeting and explained the role of the committee. Pupils were not told that this was about gender.

The school council were asked a number of questions:

Favourite subject	
Girls	Boys
Drawing English IT Topic Maths	Maths Topic English Science
Notes: Boys answered first, with girls reticent to answer	

Best topic ever?	
Girls	Boys
	Fractions Journeys and planes
Notes: No girl gave an answer	

Which of these topics do you think you would enjoy		
	Girls	Boys
Fire	0	0
Harry Potter	3	2
Titanic	2	2
Dinosaurs	0	2
Outer space	2	2

Why does the school have a link with China? Boys responded that the school had a sister school in China.

What they you like to learn about China	
Girls	Boys
How they speak	The famous bridge The great wall What Chinese people celebrate.
Notes: Boys answered first, with girls again slow to answer	

What topic would you like to learn about	
Girls	Boys
MV Empire Windrush – it would be interesting as they came from another country How the earth began	The history of language Radford – the local area and its history How meteors killed the dinosaurs Dinosaurs Before anything, what was here What if I wasn't born Animals
Notes: Girls started to develop more confidence	

Favourite things	
Girls	Boys
Gymnastics Coming to school and learning Learning about history from the internet Animals	Radford – walking around History of the earth Sports Maths
Notes:	

Are girls more clever than boys	
Girls	Boys
All equal Yes	All equal Depends on each individual
Notes:	

Boys are stronger than girls	
Girls	Boys
Not always No That is opinion	Depends on age Can be Not always
Notes:	

Boys mess around too much and stop girls from learning	
Girls	Boys
Yes – boys are annoying Girls are more sensible and help boys learn Sometimes, but sometimes girls can be silly	Girls are fussier Boys laugh and get distracted Some girls are like boys Older boys can be sensible and help their younger brothers and sisters to learn
Notes:	

If Mellers was an all girl school it would be better?	
Girls	Boys
If there are just boys and no girls then all they do is laugh and be silly Girls calm things down and are more sensible Boys fight and can't control themselves	That's sexist There is a girls academy but no boys academy
Notes:	

Does it help to have girls to control boys?	
Girls	Boys
Sometimes, but some girls are like boys When girls try to help boys they get into trouble for talking	
Notes:	

Is the cleverest person in your class a girl or a boy?	
Girls	Boys
Don't know Both Girl Boy	Both Girl Don't know
Notes:	

What do you think are girls topics	
Girls	Boys
Not make-up / selfies	Make up Selfies

Notes:

What could we do to help girls learn faster? Put all the silly boys in a separate class.

Do you prefer a male or female teacher? Both, male teacher and female assistant, we need more male teachers to have balance, the best teacher whether male or female.

Task for school council – to investigate what pupils would like to have for the topics and feedback to the committee in the spring term. The head boy and head girl would write up the outcomes. The minutes from the school council meetings would be sent to the chair of the committee

The school council left the meeting and governors discussed their initial impressions, including that:

- The boys had been more confident, particularly the older boys
- The group was not necessarily representative
- Girls became equally creative in their responses after a period of time.

P&C/04/17-18 DEVELOPING FLUENCY IN READING

Joy Buttress provided governors with a presentation on the work being done to address fluency in writing, which had impacted on the KS2 SATs reading result, with pupils not completing the tests in time. A number of pupils had missed the expected standard by 1 or 2 marks.

She informed governors that she was trialling a fluency intervention programme, which was being adapted to meet the needs of the school and the time and resources available. At present it was focused on a small group of pupils who it would help to reach the expected level. Their reading speed had been assessed so that the impact of the programme could be checked, together with using the Cracking Comprehension scheme to ensure that fluency had not affected understanding.

The programme would be expended to other year groups, with Joy Buttress to liaise with the year 3 teacher in the first instance.

Governors agreed that it was important for children to be good, fluent effective readers, able to comprehend what they were reading. They requested that the impact of the programme be reported at the end of the year.

Governors asked what was being done for the good readers and were advised that it would be valuable for all readers for them to increase their fluency.

Governors thanked Joy Buttress for her interesting presentation and for her work in addressing the issue of fluency in reading.

P&C/05/17-18 CONFIDENTIALITY AND COMMUNICATION

It was **agreed** that no items be deemed confidential for the purpose of the minutes.

The meeting closed at 3.00 pm

Signed by the chair:

Date:

Mellers Primary School Governing Body

Pupil Progress Committee - 19th October 2017 at 1.30pm

MEMBERSHIP

(A denotes absence)

A
A

Lesley Lyon, chair of the committee

Liaquat Ali

Sharon Pratt

Teeny Reid

Amanda Dawson, Headteacher

IN ATTENDANCE

Clare Colmore, clerk to the governing body

Laura Patel, Deputy Head

PPC/01/17-18 APOLOGIES FOR ABSENCE

Apologies from Liaquat Ali were received and approved.

ACTION

PPC/02/17-18 DECLARATION OF INTEREST

Governors were reminded of the requirement to consider declaration of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

PPC/03/17-18 MINUTES FROM THE MEETING 9th MAY 2017

The minutes from the meeting of the committee held on 9th May 2017 were approved as a true record of the meeting.

Actions and Matters Arising from the Minutes

Committee chair to attend pupil progress meetings – deferred as meeting dates had not been convenient.

Teeny Reid to attend work scrutiny – deputy head to inform Teeny Reid of dates for review of impact of Power of Reading on extending writing.

**DHT /
TR**

Projected outcomes – the Headteacher advised that the outcomes in maths and writing had been close to the aspirational projections; however in reading 67% of year 6 pupils had achieved the expected standard against a projection of 86%. The results had been affected by a change to the thresholds. The school had immediately looked at the underlying causes and identified speed of reading as an issue. The Pupils and Curriculum Committee had received a report on the actions being taken to address fluency.

PPC/04/17-18 FEEDBACK ON PROGRESS AND ATTAINMENT 2017.

Reports circulated prior to meeting – attainment and progress report, FFT ASPIRE Dashboard and School Development Plan (SDP), Self- Evaluation Form (SEF).

Foundation Stage

Governors commended the outcomes, noting that the school was in line with national results and that pupils achieved consistently across all areas of learning. The Headteacher advised that continuous provision enabled children to be holistic learners and that data was used effectively to ensure children covered the breadth of the curriculum. Key areas for further development

were noted.

Phonics and Key Stage 1

Year 1 results had been very close to national. . Key stage 1 results similarly close to national. Governors commended the impact of the school in closing the gap with national for children who were significantly below national on entry to school at 3 years old.

Key Stage 2

Governors recognised that reading had impacted on the combined result of 63%, but recognised that it was above the national and local average. The maths result showed the impact of the maths scheme.

Governors commended the strong results for all pupils and identified that pupils working at greater depth was now a priority. The Headteacher reminded governors that this was in the SDP and agreed that would be added as a specific priority to the list of priorities.

Governors asked whether class teachers were aware of the specific pupils who should be working at greater depth and were informed that they did and that it was a focus for pupil progress meetings.

PPC/05/17-18 FFT ASPIRE DATA

Governors were led through the data, and questioned whether lower performing cohorts were cohort specific or whole school issues. The Headteacher advised that it was cohort specific.

The impact of the mastery programme in ensuring all pupils made strong progress was commended.

The difference between progress of pupil premium and others was noted.

It was agreed that all governors be provided with a login to ASP.

HT

Governors requested that the apparent underperformance of the white cohort be investigated, recognising that ethnic data was based on parental disclosure.

The Headteacher assured governors that the data had been rigorously analysed and all issues were reflected in the SDP.

PPC/06/17-18 COMMITTEE REMITS AND STRUCTURE FOR MONITORING

The remits were reviewed.

It was agreed that the committee chair, together with the chairs' group, review how the SDP should be monitored through the committee structure and develop a recommendation for any changes to the remits to be taken to the full governing body meeting.

Chair /
Chairs

Monitoring structure:

Reading, writing, spelling, phonics – Teeny Reid.

Maths – Sharon Pratt

Vulnerable pupils including the more able – Liaquat Ali

Assessment and attainment – Lesley Lyon.

The committee chair would prepare a monitoring plan for the committee. She would also meet with the foundation stage lead and the deputy head.

It was agreed that there would be value in the remits being included with the agendas for meetings.

PPC/07/17-18 SCHOOL DEVELOPMENT PLAN

Governors discussed the SDP and agreed that it dovetailed with the identified areas for development.

School Development Plan targets approved.

It was noted that the targets for the current year 6 reflected turbulence in their learning earlier in school.

The Headteacher informed governors that she was optimistic about recruitment to the additional KS1 post needed for the next year. At present an excellent supply teacher was working in school.

PPC/08/17-18 SELF-EVALUATION

The Headteacher advised that it was structured in line with the Ofsted framework. Governors to review, with it to be an agenda item for the next meeting.

Agenda

PPC/09/17-18 PUPIL PROGRESS MEETINGS

The deputy head informed governors about progress in the delegation of leading the pupil progress meetings. The foundation stage lead now had full responsibility for her area and reported to the deputy head. Initial problems with data were being resolved, with the expectation that all staff must be fully prepared for the meetings to be embedded. In response to a question about whether the deputy head was confident that the delegation of the meetings had been effective, she responded that she was confident that it was working well as she had reviewed the meeting notes and spoken with the FS coordinator.

Governors asked whether appraisal targets reflected leadership responsibilities and were advised that phase leaders had progress of pupils across the phase included in their targets.

Governors discussed the development of phase leadership and the value of further rolling out the delegation of pupil progress meetings, with the deputy to retain her strategic and oversight role. The peer review through Transform had resulted in pupil progress systems being reviewed and adapted.

The Headteacher advised that the school was also reviewing the transition of pupils from a teacher perspective with data analysis of end of year gaps to be used to support the new teacher.

Governors placed on record thanks to all staff for the excellent results from the previous year and for the strength of leadership in school, which ensured a culture of continuous improvement.

PPC/10/17-18 CONFIDENTIALITY AND COMMUNICATION

It was agreed that no items be deemed confidential for the purpose of the minutes.

The meeting closed at 2.50 pm

Signed by the Chair:

Date:

ACTION POINTS FROM THE MEETING:-	
Person	Action
TR / LP	Teeny Reid to attend work scrutiny – deputy head to inform Teeny Reid of dates for review of impact of Power of Reading on extending writing.
Headteacher	Arrange for governors to have access to ASP
Chair of committee and chairs group	Review how the SDP should be monitored through the committee structure and develop a recommendation for any changes to the remits to be taken to the full governing body meeting. Prepare a monitoring plan for the committee. She would also meet with the foundation stage lead and the deputy head.
Chair	Add SEF to agenda for next meeting

Mellers Primary School Governing Body

Pupil Progress Committee - 19th October 2017 at 1.30pm

MEMBERSHIP

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Liaqat Ali

Sharon Pratt

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Amanda Dawson, Headteacher

IN ATTENDANCE

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Governors asked whether class teachers were aware of the specific pupils who should be working at greater depth and were informed that they did and that it was a focus for pupil progress meetings.

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HT

Governors requested that the apparent underperformance of the white cohort be investigated, recognising that ethnic data was based on parental disclosure.

The Headteacher assured governors that the data had been rigorously analysed and all issues were reflected in the SDP.

PPC/06/17-18 COMMITTEE REMITS AND STRUCTURE FOR MONITORING

The remits were reviewed.

It was agreed that the committee chair, together with the chairs' group, review how the SDP should be monitored through the committee structure and develop a recommendation for any changes to the remits to be taken to the full governing body meeting.

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Chairs

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Maths – Sharon Pratt

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Assessment and attainment – Lesley Lyon.

The committee chair would prepare a monitoring plan for the committee. She would also meet with the foundation stage lead and the deputy head.

It was agreed that there would be value in the remits being included with the agendas for meetings.

PPC/07/17-18 SCHOOL DEVELOPMENT PLAN

Governors discussed the SDP and agreed that it dovetailed with the identified areas for development.

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PPC/10/17-18 CONFIDENTIALITY AND COMMUNICATION

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The meeting closed at 2.50 pm

Signed by the Chair:

Date:

ACTION POINTS FROM THE MEETING:-

Person	Action
TR / LP	Teeny Reid to attend work scrutiny – deputy head to inform Teeny Reid of dates for review of impact of Power of Reading on extending writing.
Headteacher	Arrange for governors to have access to ASP
Chair of committee and chairs group	Review how the SDP should be monitored through the committee structure and develop a recommendation for any changes to the remits to be taken to the full governing body meeting. Prepare a monitoring plan for the committee. She would also meet with the foundation stage lead and the deputy head.
Chair	Add SEF to agenda for next meeting

Mellers Primary and Nursery School Governing Body

Minutes of the autumn term meeting held at the school on 29th November 2017 at 4pm

Membership (A denoted absence)	A	Mrs L Lyon, Chair Mr M Gilmore, Vice-Chair Cllr L Ali Ms J Kervick Mrs C McCrone Cllr A Peach Miss T Reid Mrs S Munir Mrs S Pratt Miss A Dawson
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In Attendance	Mrs C Colmore, Clerk to the governing body Mrs M Holton, Business Manager and Associate Member Miss J Wood
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Prior to the start of the meeting Judy Wood informed governors that she was resigning as chair and from the governing body. She was proud to have been associated with the school for 47 years, with her children attending the school, and had been a governor for 15 years. She had complete confidence in the whole school team, the children, the leadership and the members of the governing body and knew that the school would continue to go from strength to strength.

The Headteacher placed on record her personal thanks to Judy Wood and invited her to be a special friend of the school, supporting children and attending events in school. On behalf of the school and the whole community she thanked Judy for everything she had done and the huge difference she had made.

The clerk informed governors that Judy's contribution to the school was recognised by the LA and that she was held in great esteem by both the officers and elected members in the local authority.

Judy Wood then left the meeting.

GB/01/16-17 PRELIMINARIES

1.1 Apologies for Absence

Apologies for absence were received and approved from Mark Gilmore.

ACTION

1.2 Declaration of Interest

Governors were reminded of the requirement to consider declaration of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

The business manager was confident that the register of pecuniary interest was up to date.

1.3 Membership

A document listing current membership of the governing body, copies of which had been circulated previously, was received and noted.

Vacancy Update

The governing had two vacancies for parent governors and therefore a parent governor election would be held – business manager and Headteacher to arrange. It was noted that, should the election be unsuccessful, the two newly co-opted governors could be appointed to the parent governor vacancies should the governing body wish to do so, which would then convert the vacancies to co-opted governor vacancies. The Clerk would provide access to the LA election materials.

BM/HT

Clerk

Attendance Requirements

No issues to address.

End of Terms of Office

No issues to address.

1.4 Election of Chair and Vice-Chair

Lesley Lyon was elected unopposed as chair of the governing body for one year.

Mark Gilmore was elected unopposed as vice-chair of the governing body for one year.

1.5 Minutes of the Last Meeting

Minutes of the meeting held 29th November 2017, copies of which had been previously circulated, were taken as read, confirmed and signed by the chair, subject to it being noted that the header should read summer term rather than spring term.

Action Points and Matters Arising from the Minutes

Finance Committee to consider financial items in detail, including presentation from Pebble – actioned – the business manager informed governors that the committee had approved the purchase of a service from Pebble to support income generation for the outdoor areas and audio visual equipment for the hall.

All members of governing body to send a photograph and brief pen portrait to Lesley Lyon. Lesley Lyon to develop the governance section of the website – the Chair advised that she had received a number of pen portraits and reminded those yet to submit their pen portrait to end one to her.

Govs

Produce an impact report for the blog – the Chair advised that the governance information on the website was being updated, to include the governing body's impact report from the previous year which she had produced. Brief reports from governor visits would be uploaded to a governor blog, to be included in the news section of the website.

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Arrange parent governor election – carried forward.

Review governor roles – actioned.

Review new governor induction – actioned.

Receive details of work carried out for Transform by the Headteacher – actioned.

Liaise with business manager regarding dinner money debts – the business manager informed governors that they were reducing.

Arrange for Fair Workload Charter details to be sent to all members of the governing body – Clerk actioned – to be repeated – clerk.

Pupils and Curriculum Committee to consider transition and questions on special educational needs – no longer required.

Liaise with the manager of the after school club regarding her role – actioned. Governors were informed that the after school club was very popular. Places were booked and paid for in advance.

Circulate pupil newspaper – actioned.

1.6 Chair's or Vice Chair's Emergency Action Since Last Meeting

No emergency action or decisions reported.

1.6 Correspondence Items

Governors were invited to attend the Nottingham Governors Conference on 3rd March 2018.

GB/02/16-17 SCHOOL PROGRESS

2.1 Headteacher Report

The Headteacher reported on the work and progress of the school since the summer term meeting of the full governing body.

Governors thanked the Headteacher for the useful and informative report and expressed concern about the impact on her workload. She informed governors that the senior leadership provided the appendices and that she was happy to produce it, if it was of value to the governing body. Governors said that it was of great value and enabled them to have an accurate and full picture of the school.

Governors discussed the inclusion of details of the pay of teachers and agreed that the information was confidential and should not be shared with the full governing body. The Pay Committee was charged with the responsibility for ensuring that appraisal procedures were rigorous and performance related pay decisions were based on accurate information. Pay Committee to continue to receive summary information for the recommendations for incremental pay changes.

It was agreed that in future the governing body would receive anonymised appraisal objective information together with the continuing professional development report. The information in the self-evaluation form on the quality of teaching was sufficient for the governing body to have an accurate picture of teaching across school.

Governors requested a brief report be included on the benefits to Mellers through the partnership working with Netherfield Primary School. The Headteacher informed governors that the link provided an opportunity to learn from their good practice and also to have an insight into opportunities available to underperforming schools. She was very mindful though that it must not be at detriment to Mellers.

Governors asked whether the LA were providing support with addressing attendance and were informed that the LA were now able to issue penalty notices for unauthorised absence.

The School Development Plan and governors monitoring plan, developed by the chairs group, would be discussed at each committee.

Two virements were received and signed.

The Headteacher was thanked for her report.

2.2 Headteacher's Appraisal

The chair informed governors that she had been supported by Carol Norman as external advisor in completing the Headteacher's appraisal. The Headteacher had met all her targets for the previous year. Targets for the current year were focused on:

1. Increasing the number of children working at greater depth. The peer review had identified it as an area for development. The school would be focusing on all children who might have the potential to work at greater depth.
2. School environment to reflect the school's values, ethos and character and to showcase the fantastic work of children and the enrichment of the curriculum.
3. Strategic leadership as a National Leader of Education.

It was agreed that the Vice-Chair also act as an appraisal governor and that any other non staff governor interested in also joining the appraisal governors should contact the chair.

2.3 Policies for Review

No policies submitted for approval.

2.4 Stakeholder Views

It was agreed that there would be value in the Pupils and Curriculum committee considering how the views of stakeholders were collected and used. It was recognised that parent governors heard from other parents on the playground, and that there would be value in developing a mechanism for parents to speak with governors. The family support worker was setting up coffee mornings, using the community room. Parent governors were invited to be fully involved in developing the use of the community room for parents.

P&CC

GB/03/16-17 GOVERNORS REPORTS

3.1 Review of Committee Structure and Membership

It was agreed to retain the current committee structure and delegations. Committee membership agreed as:

Finance & General Purposes	Pupil Progress	Pupils and Curriculum
Carol McCrone Mel Holton Ann Peach Lesley Lyon Headteacher	Liaquat Ali Sharon Pratt Teeny Reid Lesley Lyon Headteacher	Mark Gilmore Jo Kervick Saima Munir Headteacher

3.2 Reports from Committee

Minutes had been circulated from all committees.

Finance and General Purposes Committee – meeting date 5th October 2017.

Pupil Progress Committee – meeting date 19th October 2017.

Pupils and Curriculum Committee - meeting date 12th October 2017.

Governors were provided with a brief overview of the work of each committee.
Governors discussed access to ASP and agreed that one generic governor login would be of value to reduce workload in creating login details.

3.3 Governor Training and Development

Sharon Pratt had attended Induction Training.

Carol McCrone had attended training on Ofsted.

Jo Kervick, the business manager and Carl McCrone had completed safer recruitment training.

3.4 Reports from Governor Visits and Monitoring Visits

Carol McCrone – met with SENCo and attended a team around the school meeting.

Chair – attended the feedback from the peer review and the workshop on greater depth. She would be meeting regularly with the Headteacher.

A number of governors had attended the official opening of the new building.

Teeny Reid- met with Jo Kervick regarding the Power of Reading and would be meeting with Joy Buttress in her role as link governor for English.

Cllr Anne Peach to visit foundation stage. Sharon Pratt also to visit foundation stage.

GB/04/16-17 REPORTS TO GOVERNORS

4.1 Competency framework for governors

In January 2017, the Department for Education (DfE) published a Competency Framework for Governance. The document outlines the skills, knowledge and behaviours needed for effective governance in maintained schools, academies and multi academy trusts.

Although the framework is non-statutory, it supports governing bodies to identify strengths/development areas and complements the Governance Handbook and the Academies Financial Handbook for academy boards of trustees.

The Chair would manage the process of a skills audit for the governing body based on the NGA skills audit which reflected the Competency Framework.

Chair

4.2 Update on exclusion guidance

Updated statutory guidance on exclusion from maintained school and academies comes into effect from the 1st September 2017. The updated guidance and the previous version can be accessed online at <https://www.gov.uk/government/publications/school-exclusion>. The guidance has not generally changed, but a small number of areas have been updated to provide greater confidence to Headteachers on their use of exclusion and also to provide greater clarity to independent review panels and governing boards on their consideration of exclusion decisions.

Governors:

- Noted that the local authority will be monitoring and reporting to the DfE and RSC regarding exclusions;
- Noted the updates to the statutory exclusion guidance;
- Would ensure that governors involved in the exclusion process receive suitable training on the new guidance and the exclusion process.

4.3 Proposed school admission arrangements for Nottingham City Schools 2019/2020

The purpose of this report is to initiate the annual consultation between governors and the Local Authority regarding the proposed planned admission number for their own school for the 2019/20 school year.

There is no requirement for the Local Authority to consult publicly on its proposed school

admission arrangements for the 2019/20 school year as no changes are proposed to those determined for the 2018/19 school year. However, since the Local Authority is the admission authority for community schools it must consult the governing body of each school about its proposal to keep the same admission number for that school.. The Local Authority consulted with governing bodies on their planned admission number during the period 2nd October 2017 and 24th November 2017 inclusive.

In summary, the proposed arrangements remain unchanged from those approved for the 2018/19 school year to enable the Local Authority to monitor the operation of the 2018/19 arrangements, along with the arrangements of all admission authorities, including those of newly formed academies, in order to make any changes for subsequent years on an informed basis.

Governors noted that the Local Authority is not consulting on its proposed admission arrangements and oversubscription criteria for 2019/20.

4.4 What maintained schools must publish on their school website

The DfE guidance on what schools must publish on the school website has been updated (16th June 2017).

The link is <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

4.5 HR advisory service update

This report includes the following:

1. Update on teachers' pay for 2017/18;
2. Public Sector English Language Requirement Policy;
3. Long Service Award.

Governors:

- Noted the information provided in the report.

4.6 Update on Nottingham Schools Trust

The Headteacher informed governors that membership of NST remained a leap of faith and that being part of Transform provided a strong support network and access to high quality CPD. It was important to continue to monitor value for money from membership.

The Headteacher had received requests to provide support; however critical for Mellers was to assess what benefit membership brought for the school. It did provide a mechanism for city schools to remain together.

GB/05/16-17 CONCLUDING ITEMS

5.1 Safeguarding and Child Protection

No issues raised. Reported with the Headteacher's report.

5.2 Health and Safety

The business manager advised that a full governor visit had been completed with the former chair and that most action points had been addressed. The greatest concern was the retaining wall in the lower playground, which had been surveyed by the LA. They had advised that it would not fall down, but that it required repointing and structural reinforcements. They would carry out the work and continue to monitor the wall for safety. Governing body and Finance and General Purposes Committee to monitor.

GB /
F&GP

5.3 Equality Incidents Reported Since the Last Meeting

One racist incident reported.

5.4 Evidence of Governing Body Impact on School Improvement

The Chair had completed a governing body impact statement.

5.5 Arrangements for Chair to Inspect School Records

The chair would review the school's records.

GB/06/16-17 CONFIRM DATES AND TIMES OF FUTURE MEETINGS

Dates for meetings agreed as:

Full governing body meetings

- 15th March 2018 at 4pm
- 18th July 2018 at 4pm
- 22nd November 2018 at 4pm.

Finance and General Purposes Committee - 8th February 2018 and 3rd May 2018 at 1.30pm

Pupil Progress Committee - 1st February 2018 and 17th May 2018 at 1.30pm

Pupils and Curriculum Committee – 25th January 2018 and 10th May 2018 at 1.30pm.

GB/07/16-17 WORKSHOP ON CHALLENGING PUPIL OUTCOMES

The clerk led governors through a workshop looking at having the highest aspirations for outcomes for children and then using them to inform effective challenge and support.

GB/08/16-17 CONFIDENTIALITY AND COMMUNICATION

It was **agreed** that no items be deemed confidential for the purpose of the minutes.

Communication of the decisions made was considered, and it was agreed that the school would undertake all communication with the stakeholders.

The meeting closed at 6.15 pm

Signed by the chair:

Date:

ACTION POINTS FROM THE MEETING:-

Ref	Action	Responsibility of:
1.3	Arrange parent governor election, clerk to provide access to election materials	Headteacher / business manager
1.5	Submit pen portraits	Governors
1.5	Fair Workload Charter to be sent to all governors	Clerk
2.4	Consider how the views of stakeholders were collected and used	P&C Comm
4.1	The Chair would manage the process of a skills audit for the governing body based on the NGA skills audit which reflected the Competency Framework.	Chair

5.2	Monitor H&S – especially wall	F&GP
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Academic Year 2017-2018												
Governor	Autumn 2017				Spring 2018				Summer 2018			
	FGB	PPC	P&C	FGP	FGB				FGB			
Mrs L Lyon	✓	✓	-	-								
Mr M Gilmore	x	-	✓	-								
Cllr L Ali	✓	x	-	✓								
Ms J Kervick	✓	-	✓	-								
Mrs C McCrone	✓	-	-	-								
Cllr A Peach	✓	-	-	X								
Miss T Reid	✓	✓	-	-								
Mrs S Munir	✓	-	✓	-								
Mrs S Pratt	✓	x	-	-								
Miss J Wood		-	✓	✓	Resigned 29 th Nov 2017							
Miss A Dawson	✓	✓	✓	-								
Mrs M Holton, associate member	✓	-	-	✓								

Mellers Primary and Nursery School Governing Body

Minutes of the autumn term meeting held at the school on 29th November 2017 at 4pm

Membership (A denoted absence)	A	Mrs L Lyon, Chair Mr M Gilmore, Vice-Chair Cllr L Ali Ms J Kervick Mrs C McCrone Cllr A Peach Miss T Reid Mrs S Munir Mrs S Pratt Miss A Dawson
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In Attendance	Mrs C Colmore, Clerk to the governing body Mrs M Holton, Business Manager and Associate Member Miss J Wood
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Prior to the start of the meeting Judy Wood informed governors that she was resigning as chair and from the governing body. She was proud to have been associated with the school for 47 years, with her children attending the school, and had been a governor for 15 years. She had complete confidence in the whole school team, the children, the leadership and the members of the governing body and knew that the school would continue to go from strength to strength.

The Headteacher placed on record her personal thanks to Judy Wood and invited her to be a special friend of the school, supporting children and attending events in school. On behalf of the school and the whole community she thanked Judy for everything she had done and the huge difference she had made.

The clerk informed governors that Judy's contribution to the school was recognised by the LA and that she was held in great esteem by both the officers and elected members in the local authority.

Judy Wood then left the meeting.

GB/01/16-17 PRELIMINARIES

1.1 Apologies for Absence

Apologies for absence were received and approved from Mark Gilmore.

ACTION

1.2 Declaration of Interest

Governors were reminded of the requirement to consider declaration of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

The business manager was confident that the register of pecuniary interest was up to date.

1.3 Membership

A document listing current membership of the governing body, copies of which had been circulated previously, was received and noted.

Vacancy Update

The governing had two vacancies for parent governors and therefore a parent governor election would be held – business manager and Headteacher to arrange. It was noted that, should the election be unsuccessful, the two newly co-opted governors could be appointed to the parent governor vacancies should the governing body wish to do so, which would then convert the vacancies to co-opted governor vacancies. The Clerk would provide access to the LA election materials.

BM/HT

Clerk

Attendance Requirements

No issues to address.

End of Terms of Office

No issues to address.

1.4 Election of Chair and Vice-Chair

Lesley Lyon was elected unopposed as chair of the governing body for one year.

Mark Gilmore was elected unopposed as vice-chair of the governing body for one year.

1.5 Minutes of the Last Meeting

Minutes of the meeting held 29th November 2017, copies of which had been previously circulated, were taken as read, confirmed and signed by the chair, subject to it being noted that the header should read summer term rather than spring term.

Action Points and Matters Arising from the Minutes

Finance Committee to consider financial items in detail, including presentation from Pebble – actioned – the business manager informed governors that the committee had approved the purchase of a service from Pebble to support income generation for the outdoor areas and audio visual equipment for the hall.

All members of governing body to send a photograph and brief pen portrait to Lesley Lyon. Lesley Lyon to develop the governance section of the website – the Chair advised that she had received a number of pen portraits and reminded those yet to submit their pen portrait to end one to her.

Govs

Produce an impact report for the blog – the Chair advised that the governance information on the website was being updated, to include the governing body's impact report from the previous year which she had produced. Brief reports from governor visits would be uploaded to a governor blog, to be included in the news section of the website.

Parent governors were asked about the impression of the website and responded that it was easy to navigate and useful. The business manager advised that consideration was being given to how to improve the website, with the views of parents important in its development.

Arrange parent governor election – carried forward.

Review governor roles – actioned.

Review new governor induction – actioned.

Receive details of work carried out for Transform by the Headteacher – actioned.

Liaise with business manager regarding dinner money debts – the business manager informed governors that they were reducing.

Arrange for Fair Workload Charter details to be sent to all members of the governing body – actioned – to be repeated – clerk. **Clerk**

Pupils and Curriculum Committee to consider transition and questions on special educational needs – no longer required.

Liaise with the manager of the after school club regarding her role – actioned. Governors were informed that the after school club was very popular. Places were booked and paid for in advance.

Circulate pupil newspaper – actioned.

1.6 Chair's or Vice Chair's Emergency Action Since Last Meeting

No emergency action or decisions reported.

1.6 Correspondence Items

Governors were invited to attend the Nottingham Governors Conference on 3rd March 2018.

GB/02/16-17 SCHOOL PROGRESS

2.1 Headteacher Report

The Headteacher reported on the work and progress of the school since the summer term meeting of the full governing body.

Governors thanked the Headteacher for the useful and informative report and expressed concern about the impact on her workload. She informed governors that the senior leadership provided the appendices and that she was happy to produce it, if it was of value to the governing body. Governors said that it was of great value and enabled them to have an accurate and full picture of the school.

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Two virements were received and signed.

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The chair informed governors that she had been supported by Carol Norman as external advisor in completing the Headteacher's appraisal. The Headteacher had met all her targets for the previous year. Targets for the current year were focused on:

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It was agreed that there would be value in the Pupils and Curriculum committee considering how the views of stakeholders were collected and used. It was recognised that parent governors heard from other parents on the playground, and that there would be value in developing a mechanism for parents to speak with governors. The family support worker was setting up coffee mornings, using the community room. Parent governors were invited to be fully involved in developing the use of the community room for parents.

P&CC

GB/03/16-17 GOVERNORS REPORTS

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admission arrangements for the 2019/20 school year as no changes are proposed to those determined for the 2018/19 school year. However, since the Local Authority is the admission authority for community schools it must consult the governing body of each school about its proposal to keep the same admission number for that school.. The Local Authority consulted with governing bodies on their planned admission number during the period 2nd October 2017 and 24th November 2017 inclusive.

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Governors noted that the Local Authority is not consulting on its proposed admission arrangements and oversubscription criteria for 2019/20.

4.4 What maintained schools must publish on their school website

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3. Long Service Award.

Governors:

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GB/05/16-17 CONCLUDING ITEMS

5.1 Safeguarding and Child Protection

No issues raised. Reported with the Headteacher's report.

5.2 Health and Safety

The business manager advised that a full governor visit had been completed with the former chair and that most action points had been addressed. The greatest concern was the retaining wall in the lower playground, which had been surveyed by the LA. They had advised that it would not fall down, but that it required repointing and structural reinforcements. They would carry out the work and continue to monitor the wall for safety. Governing body and Finance and General Purposes Committee to monitor.

GB /
F&GP

5.3 Equality Incidents Reported Since the Last Meeting

One racist incident reported.

5.4 Evidence of Governing Body Impact on School Improvement

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5.5 Arrangements for Chair to Inspect School Records

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GB/06/16-17 CONFIRM DATES AND TIMES OF FUTURE MEETINGS

Dates for meetings agreed as:

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GB/07/16-17 WORKSHOP ON CHALLENGING PUPIL OUTCOMES

The clerk led governors through a workshop looking at having the highest aspirations for outcomes for children and then using them to inform effective challenge and support.

GB/08/16-17 CONFIDENTIALITY AND COMMUNICATION

It was **agreed** that no items be deemed confidential for the purpose of the minutes.

Communication of the decisions made was considered, and it was agreed that the school would undertake all communication with the stakeholders.

The meeting closed at 6.15 pm

Signed by the chair:

Date:

ACTION POINTS FROM THE MEETING:-

Ref	Action	Responsibility of:
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2.4	Consider how the views of stakeholders were collected and used	P&C Comm
4.1	The Chair would manage the process of a skills audit for the governing body based on the NGA skills audit which reflected the Competency Framework.	Chair

5.2	Monitor H&S – especially wall	F&GP
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Academic Year 2017-2018												
Governor	Autumn 2017				Spring 2018				Summer 2018			
	FGB	PPC	P&C	FGP	FGB				FGB			
Mrs L Lyon	✓	✓	-	-								
Mr M Gilmore	x	-	✓	-								
Cllr L Ali	✓	x	-	✓								
Ms J Kervick	✓	-	✓	-								
Mrs C McCrone	✓	-	-	-								
Cllr A Peach	✓	-	-	X								
Miss T Reid	✓	✓	-	-								
Mrs S Munir	✓	-	✓	-								
Mrs S Pratt	✓	x	-	-								
Miss J Wood		-	✓	✓	Resigned 29 th Nov 2017							
Miss A Dawson	✓	✓	✓	-								
Mrs M Holton, associate member	✓	-	-	✓								

MELLERS PRIMARY SCHOOL GOVERNING BODY

PUPILS AND CURRICULUM COMMITTEE

Minutes of the spring term meeting of the Pupils and Curriculum Committee held at the school on 18th January 2018 at 1.00 pm

MEMBERSHIP
(A denotes absence)

Mr Mark Gilmore, Chair of the Committee
Ms Amaya Falces
Mrs Saima Munir
Ms Jo Kervick
Miss Amanda Dawson, Headteacher

IN ATTENDANCE

Mrs Clare Colmore, Clerk to the governing body
Mrs Laura Patel, Deputy Head

P&C/01/17-18 APOLOGIES FOR ABSENCE

There were no apologies for absence.

P&C/02/17-18 DECLARATION OF INTEREST

Governors were reminded of the requirement to consider declaration of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

P&C/03/17-18 ATTENDANCE

Deputy head, Laura Patel, was attending the meeting to update the governing body about progress in addressing pupil absence. She informed the governing body that:

- Although attendance had previously been identified as an issue by Ofsted, it had improved considerably and was now in line with national. From 2011-14 attendance overall had improved; however there had remained an issue with persistent absence. In 2015 the definition of persistent absence had been changed from less than 85% attendance to less than 90% attendance, which resulted in more pupils falling into the persistent absence category. In 2013-14 there had been 30 persistent absentees; however by the end 2017 there had been just 6, despite the school having increased in size. The target was no more than 3.
- Improving attendance had been a school improvement priority and had also been an appraisal objective for the deputy head.
- The policy had been reviewed and made more rigorous, and was applied consistently.
- The Medicines Policy enabled staff to administer medication so that children were able to attend with minor illnesses.
- Persistent absence was often indicative of additional needs for the family or safeguarding concerns.
- The role of the family support worker was key in addressing absence.
- The use of data had been reviewed and improved, so that children vulnerable to poor attendance were identified earlier.
- A child could have legitimate absence resulting in attendance below 90%. To be deemed a persistent absentee a child would need to have unauthorised absence and attendance below 90%.
- The school had a strong relationship with the education welfare service; however their service had now reduced. The deputy head attended termly meetings with the service, alongside other schools and services, and developed relationships with the other schools attended by siblings of persistent absentees from school.
- The addressing of absence was very child focused, with the priority being to ensure children were

safe and attending school.

- Home visits were carried out where there was persistent absence or concerns for the child, usually by the family support worker, with a recommendation that two staff visit together.
- By having rigorous and consistently applied systems for addressing absence, from foundation stage through the whole school, a culture of expectations around attendance had been developed.
- The school also used positive methods, including rewards, to encourage attendance, although they did not impact on persistent absence.
- There were increasing requests for holidays in term time.

Governors placed on record sincere thanks to the deputy head for her leadership of the improvement in attendance and for ensuring that the use of data, and the systems in place, continued to ensure children's safety and attendance was a key priority for school.

P&C/04/17-18 MEETING WITH THE SCHOOL COUNCIL TO HEAR THE VIEWS OF PUPILS ABOUT THE NEW BUILDING AND HAVING INDOOR SHOES

The chair welcomed the school council to the meeting and reminded them that the governors wanted to hear their honest opinions, so that the school could be even better. Governors asked a number of questions.

Question to school council: What did they like best about the new build?

Answers: More room; more children in school so more people to be friends with; the classrooms were bigger and had sinks; the new hall was spacious and everyone could fit in comfortably; the new hall was great for PE.

Question to school council: What didn't they like about the new build?

Answers: The bathrooms weren't private and there were no blinds. Changing for PE for years 5 and 6 was better now it had been moved.

Question to school council: How do you feel about having more space?

Answers: Amazing and it looks nice; can hear better in the hall; makes me feel small because it is so big; less squashed.

Question to school council: Have the new classrooms changed how you learn?

Answers: There is better equipment so can see the whiteboards better; the new display board helps. No, its just bigger.

Question to school council: Tell us about the new indoor shoes policy.

Answers: Children have to wear indoor shoes when they are inside to keep the carpets clean. It was the idea of the girls. It couldn't be done before as there wasn't enough space in the old school.

Question to school council: How does wearing indoor shoes make you feel and does it affect learning?

Answers: You feel comfortable and don't fiddle with your feet and so can focus on writing. It feels relaxed. Feet are less cramped. I don't like it – when we go into the building its too cramped with everyone having to change their shoes.

Question to school council: Would the younger children in the school like to have indoor shoes?

Answers: They all said yes as they would be more comfortable.

Question to school council: One word to describe the new build.

Answers: Big; spacious; exciting; amazing; great; neutral; automatic windows.

The chair thanked the school council for attending. They then left the meeting.

Governors discussed the information from the children and recognised:

- The need for the indoor shoes policy to be well organised. *Action - Jo Kervick agreed to develop guidance and a policy, to be brought back to the committee. The chair would visit to observe the use of indoor shoes.*
- Toilets were not an issue. It was important to ensure that year 5 and 6 could change separately,

P&C/05/17-18 SPECIAL NEEDS AND DISABILITY IN THE FOUNDATION STAGE

Amy Lightfoot and Romy Waldroma, teaching assistants, were attending the meeting to inform governors about provision for pupils with special educational needs in the foundation stage. The Headteacher advised governors that the foundation stage had been fully reviewed and updated in recent years, with Amy and Romy supporting the leadership of change. They were being developed to become level 4 TAs. A focus for the foundation stage was the early identification of special needs and disability (SEND).

Governors asked a number of questions of Romy and Amy

1. How did they get families to engage with supporting their children with special needs?
Amy and Romy responded that they used structured conversations and worked hard to develop good relationships with parents. Parents were invited into the foundations stage and the whole team worked hard to include parents and engage them in their child's learning. They also provided access to support groups.
2. How did they identify where a child had SEND?
They responded that a child needed time to settle, after which they would be observed for an extended period, and any concerns would be raised at a weekly team meeting. Concerns were then passed to the SENCo who would observe the child, provide guidance and resources, and if necessary seek external support. In some cases it was the parent who approached staff with concerns about their child.
3. What support did children typically need?
Governors were informed that a number of children needed speech and language support, with early intervention often addressing their needs. Where external professionals were involved with a child, they then trained the staff to deliver programmes and provided resources. This additional knowledge was then used to support other children.
Attachment was sometimes an issue for children, some children had medical issues and toileting and continence was frequently a need for children.
4. Did some children need 1:1 support?
The school placed bids, where they had sufficient evidence, for additional funding for specific children. This would include the child being observed by an external professional. It was known that children's behaviour often changed when being observed though, so the bank of evidence collected by school was key to getting additional support.
5. What percentage of children had SEND?
Across school around 20+% of children had SEND. This was manageable due to the strong team of SEN support staff, working flexibly to best meet the needs of children. The staff received training to enable them to be effective.
6. Did children with SEND need to be separated from other children?
The school had a strong philosophy of inclusion, so a child might be removed to help them to calm down where it was right for them or the class; however the school was determined to have a culture where children with SEND were protected and supported by others and would not tolerate bullying. The Headteacher explained to parent governors that, whilst there might be isolated incidents of teasing, she was committed to ensuring children were not bullied in school.

Amy Lightfoot and Romy Waldrom were thanked for attending the meeting.

P&C/06/17-18 CONFIDENTIALITY AND COMMUNICATION

It was agreed that no items be deemed confidential for the purpose of the minutes.

The meeting closed at 2.20 pm

Signed by the chair:

Date:

The Governing Body has a vision for exceptional progress for all children, irrespective of starting point, through inspirational teaching and leadership. Children will be enabled to be resilient learners, in a culture where there is no stereotyping of expectations, and the environment is safe and nurturing.

MELLERS PRIMARY SCHOOL GOVERNING BODY-

PUPILS AND CURRICULUM COMMITTEE

Minutes of the Autumn Term meeting of the Pupils and Curriculum Committee of the Governing Body of Mellers Primary School held at the school on 18th January 2018 at 1.00 pm

MEMBERSHIP

(A denotes absence)

Mr Mark Gilmore, Chair of the Committee

Ms Amaya Falces

Mrs Saima Munir

Ms Jo Kervick

Miss Amanda Dawson, Headteacher

IN ATTENDANCE

Mrs Clare Colmore, Clerk to the governing body

Mrs Laura Patel, Deputy Head

P&C/01/17-18 APOLOGIES FOR ABSENCE

There were no apologies for absence.

P&C/02/17-18 DECLARATION OF INTEREST

Governors were reminded of the requirement to consider declaration of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

P&C/03/17-18 ATTENDANCE

Deputy head, Laura Patel, was attending the meeting to update the governing body about progress in addressing pupil absence. She informed the governing body that:

- Although attendance had previously been identified as an issue by Ofsted, it had improved considerably and was now in line with national. From 2011-14 attendance overall had improved; however there had remained an issue with persistent absence. In 2015 the definition of persistent absence had been changed from less than 85% attendance to less than 90% attendance, which resulted in more pupils falling into the persistent absence category. In 2013-14 there had been 30 persistent absentees; however by the end 2017 there had been just 6, despite the school having increased in size. The target was no more than 3.
- Improving attendance had been a school improvement priority and had also been an appraisal objective for the deputy head.
- The policy had been reviewed and made more rigorous, and was applied consistently.
- The Medicines Policy enabled staff to administer medication so that children were able to attend with minor illnesses.
- Persistent absence was often indicative of additional needs for the family or safeguarding concerns.
- The role of the family support worker was key in addressing absence.
- The use of data had been reviewed and improved, so that children vulnerable to poor attendance were identified earlier.
- A child could have legitimate absence resulting in attendance below 90%. To be deemed a persistent absentee a child would need to have unauthorised absence and attendance below 90%.
- The school had a strong relationship with the education welfare service; however their service had now reduced. The deputy head attended termly meetings with the service, alongside other schools and services, and developed relationships with the other schools attended by siblings of persistent absentees from school.
- The addressing of absence was very child focused, with the priority being to ensure children were

safe and attending school.

- Home visits were carried out where there was persistent absence or concerns for the child, usually by the family support worker, with a recommendation that two staff visit together.
- By having rigorous and consistently applied systems for addressing absence, from foundation stage through the whole school, a culture of expectations around attendance had been developed.
- The school also used positive methods, including rewards, to encourage attendance, although they did not impact on persistent absence.
- There were increasing requests for holidays in term time.

Governors placed on record sincere thanks to the deputy head for her leadership of the improvement in attendance and for ensuring that the use of data, and the systems in place, continued to ensure children's safety and attendance was a key priority for school.

P&C/04/17-18 MEETING WITH THE SCHOOL COUNCIL TO HEAR THE VIEWS OF PUPILS ABOUT THE NEW BUILDING AND HAVING INDOOR SHOES

The chair welcomed the school council to the meeting and reminded them that the governors wanted to hear their honest opinions, so that the school could be even better. Governors asked a number of questions.

Question to school council: What did they like best about the new build?

Answers: More room; more children in school so more people to be friends with; the classrooms were bigger and had sinks; the new hall was spacious and everyone could fit in comfortably; the new hall was great for PE.

Question to school council: What didn't they like about the new build?

Answers: The bathrooms weren't private and there were no blinds. Changing for PE for years 5 and 6 was better now it had been moved.

Question to school council: How do you feel about having more space?

Answers: Amazing and it looks nice; can hear better in the hall; makes me feel small because it is so big; less squashed.

Question to school council: Have the new classrooms changed how you learn?

Answers: There is better equipment so can see the whiteboards better; the new display board helps. No, its just bigger.

Question to school council: Tell us about the new indoor shoes policy.

Answers: Children have to wear indoor shoes when they are inside to keep the carpets clean. It was the idea of the girls. It couldn't be done before as there wasn't enough space in the old school.

Question to school council: How does wearing indoor shoes make you feel and does it affect learning?

Answers: You feel comfortable and don't fiddle with your feet and so can focus on writing. It feels relaxed. Feet are less cramped. I don't like it – when we go into the building its too cramped with everyone having to change their shoes.

Question to school council: Would the younger children in the school like to have indoor shoes?

Answers: They all said yes as they would be more comfortable.

Question to school council: One word to describe the new build.

Answers: Big; spacious; exciting; amazing; great; neutral; automatic windows.

The chair thanked the school council for attending. They then left the meeting.

Governors discussed the information from the children and recognised:

- The need for the indoor shoes policy to be well organised. **Action** - Jo Kervick agreed to develop guidance and a policy, to be brought back to the committee. The chair would visit to observe the use of indoor shoes.
- Toilets weren't an issue. It was important to ensure that year 5 and 6 could change separately,

P&C/05/17-18 SPECIAL NEEDS AND DISABILITY IN THE FOUNDATION STAGE

Amy Lightfoot and Romy Waldroma, teaching assistants, were attending the meeting to inform governors about provision for pupils with special educational needs in the foundation stage. The Headteacher advised governors that the foundation stage had been fully reviewed and updated in recent years, with Amy and Romy supporting the leadership of change. They were being developed to become level 4 TAs. A focus for the foundation stage was the early identification of special needs and disability (SEND).

Governors asked a number of questions of Romy and Amy

1. How did they get families to engage with supporting their children with special needs?
Amy and Romy responded that they used structured conversations and worked hard to develop good relationships with parents. Parents were invited into the foundations stage and the whole team worked hard to include parents and engage them in their child's learning. They also provided access to support groups.
2. How did they identify where a child had SEND?
They responded that a child needed time to settle, after which they would be observed for an extended period, and any concerns would be raised at a weekly team meeting. Concerns were then passed to the SENCo who would observe the child, provide guidance and resources, and if necessary seek external support. In some cases it was the parent who approached staff with concerns about their child.
3. What support did children typically need?
Governors were informed that a number of children needed speech and language support, with early intervention often addressing their needs. Where external professionals were involved with a child, they then trained the staff to deliver programmes and provided resources. This additional knowledge was then used to support other children.
Attachment was sometimes an issue for children, some children had medical issues and toileting and continence was frequently a need for children.
4. Did some children need 1:1 support?
The school placed bids, where they had sufficient evidence, for additional funding for specific children. This would include the child being observed by an external professional. It was known that children's behaviour often changed when being observed though, so the bank of evidence collected by school was key to getting additional support.
5. What percentage of children had SEND?
Across school around 20+% of children had SEND. This was manageable due to the strong team of SEN support staff, working flexibly to best meet the needs of children. The staff received training to enable them to be effective.
6. Did children with SEND need to be separated from other children?
The school had a strong philosophy of inclusion, so a child might be removed to help them to calm down where it was right for them or the class; however the school was determined to have a culture where children with SEND were protected and supported by others and would not tolerate bullying. The Headteacher explained to parent governors that, whilst there might be isolated incidents of teasing, she was committed to ensuring children were not bullied in school.

Amy Lightfoot and Romy Waldroma were thanked for attending the meeting.

P&C/06/17-18 CONFIDENTIALITY AND COMMUNICATION

It was agreed that no items be deemed confidential for the purpose of the minutes.

The meeting closed at 2.20 pm

Signed by the chair:

Date:

Mellers Primary School Governing Body

Pupil Progress Committee - 1st February 2018 at 1.30pm

MEMBERSHIP

(A denotes absence)

Lesley Lyon, chair of the committee

Liaqat Ali

Sharon Pratt

Teeny Reid

Amanda Dawson, Headteacher

IN ATTENDANCE

Clare Colmore, clerk to the governing body

Laura Patel, Deputy Head

Lorna Dermody, Assistant Head

Joy Buttress, English Lead

Grace Atherton, Foundation Stage Lead

PPC/01/17-18 APOLOGIES FOR ABSENCE

All members of the committee were present.

ACTION

PPC/02/17-18 DECLARATION OF INTEREST

Governors were reminded of the requirement to consider declaration of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

PPC/03/17-18 MINUTES FROM THE MEETING 19th OCTOBER 2017

The minutes from the meeting of the committee held on 19th October 2017 were approved as a true record of the meeting.

Actions and Matters Arising from the Minutes

Teeny Reid to attend work scrutiny – actioned – Teeny Reid reported that the Power of Reading was working well throughout school, evidenced by the improvement in books. It was the third year for the programme being used in school and staff were confident it had made a positive impact on writing.

Analyse School Performance (ASP) – the Headteacher had sent a login to the chair. It was agreed that the clerk would lead a session on ASP for governors at the next governing body meeting.

Clerk

Governor monitoring plans – the Chair had circulated the plans and they would be discussed during the meeting.

SEF – Headteacher to email to all committee members for review and feedback to the next meeting. School improvement advisor, Carol Normal, had commended the SEF.

HT

PPC/04/17-18 ATTAINMENT AND PROGRESS REPORT – SECOND UPDATE

Laura Patel, deputy head, informed governors about the second pupil progress meetings held in December, which had a strong focus on the data and on accountability for the progress of every child.

Governors asked what the key question was for staff at the pupil progress meetings and were advised that it was whether children were on track to achieve the expected level at the end of the year. **Governors asked about the basis for the judgements** and were advised that by the December data collection point there was sufficient evidence to know whether a child was on track to be judged to be secure by the end of the year. The evidence included pupil work, analysis of the learning ladders, and the teacher's knowledge of the child. Laura Patel informed governors that where a child was not on track they would then discuss what support should be put in place. It was therefore valuable to have TAs in attendance at the meetings.

Laura Patel informed governors that in all year groups at least 50% of pupils had been judged to be on track to achieve the expected level. Most classes had in the region of 70% - 80% expected to be secure, with the highest class having 86%. **In response to a question about whether 50% was good enough** Laura Patel responded that ideally it would be higher. Typically reading results were highest, with maths next and writing being the lowest, partly reflecting the curriculum delivery. Aspirational targets set at the beginning of the year were only changed at this point due to pupil mobility – with year 1 and year 6 both affected by mobility.

Governors asked whether she considered that the school was on track to achieve its targets. Laura Patel assured them that it was. Progress targets were for virtually 100% of pupils to make expected progress, with a focus on accelerated progress to increase the percentage of pupils working at greater depth. She had spoken with all staff about identification of those pupils with potential aptitude and ensuring that they were challenged. A greater depth indicator had been added to the ladders, which teachers were finding useful for the identification of the children able to achieve greater depth.

Sharon Pratt commended the work she had seen being done with year 6, where the maths lesson she had attended had provided challenge for those potentially able to achieve greater depth. She would be visiting other year groups. Governors commended the focus on ensuring that children with aptitude were able to achieve mastery.

The open classrooms, where parents were able to understand the teaching of maths, were commended.

Laura Patel informed governors that a focus on greater depth was a natural progression for the school, now that staff had a full understanding of the secure expectations. The Chair and other members of the governing body had attended the Inset in September, where there had been a focus on the more able, starting with their identification. Staff were now identifying more children with potential, with the work being done to define greater depth supporting staff in identifying children. Laura Patel was researching greater depth as the school was pioneering the work in having clarity over what greater depth meant for all year groups. The tracking systems would be refined to include expectations for progress for children working at greater depth.

Laura Patel said that children wanted to try the challenging questions which reflected the climate for learning in school.

PPC/05/17-18 FEEDBACK ON THE FOUNDATION STAGE DELEGATED PUPIL PROGRESS MEETINGS

Governors were reminded that, as part of a phased transition from Laura Patel carrying out all pupil progress meetings, to these being delegated to phase leaders with Laura Patel holding the phase leaders to account, Grace Atherton as foundation stage lead now had responsibility for the pupil progress meetings in her area. She then met with Laura Patel to report on foundation stage progress.

The transition process had included Grace Atherton initially shadowing Laura Patel and then gradually taking responsibility, with support, for the meetings. **Governors invited Grace Atherton to tell them about the meetings and how they helped ensure children were making good progress.** She said that the foundation stage met as a whole team for the pupil progress meetings, looking at the data, with all staff contributing to updating the information about each child. Specific needs for children were identified and then used to inform the interventions in place. Staff were then held to account for the effectiveness of the interventions.

Governors asked about whether Grace Atherton considered that it supported her leadership role and were advised that she developed an intervention plan from the information discussed at the pupil progress meetings, and then monitored the impact of the plan. **Governors asked whether children were assigned to specific TAs** and were advised that TAs tended to have a focus for their interventions, but worked with all children.

The Headteacher advised that the school would be recruiting an additional teacher for the foundation stage which would enable Grace Atherton to increase her leadership time in F1 and F2. Grace Atherton informed governors that her knowledge of children in F1 enabled her to prepare for their transition to F2. **Governors asked about the logistics for the foundation stage** and were advised that F2 was separate from F1 which had been transformational in ensuring the children made good progress.

Governors asked whether having responsibility for the pupil progress meetings supported her knowledge and leadership. She informed governors that it had helped her development of knowledge and analysis of the data and she now wanted to increase teachers' use of data. Children in the foundations stage could not perform their targets, and so targets had to be reviewed to ensure they remained aspirational. As a leader she had been empowered and had greater confidence to lead her area. The meetings she had with Laura Patel were useful and she appreciated the support she had received.

Governors asked Laura Patel whether she would change anything for the next roll out and were advised that she would increase the support for a member of staff for the year group they would be holding pupil premium meetings for, particularly where they had less knowledge. It needed to be bespoke to each person, but would continue to be delivered through coaching and phased transition. **Governors asked Grace Atherton what could have improved the transition process.** She responded that more time for the coaching conversations would have been useful.

Governors thanked Laura Patel and Grace Atherton.

PPC/06/17-18 SCHOOL EXPANSION

The Headteacher informed governors that she had been approached by the LA to add a year 2 and year 3 class from after half term. She was entirely resistant to expanding in haste, but recognised that there was an ethical dimension to the issue as the children the LA wanted the school to take were without a school place, and the school did have room to accommodate them. Her initial view was that the school should consider adding one year 2 class only, and only once there had been recruitment of the necessary excellent staff to enable the children to thrive.

Governors expressed a variety of views, including:

- The importance of protecting the current success in school and not jeopardising the excellence in place
- The moral duty to enable children to have a school place

- The logistical issues related to the growth of school
- The need for any expansion to be fully funded
- The need to plan for expansion so that it was successful.

It was agreed that the Headteacher arrange for a meeting with the LA, with herself, the Chair and Sharon Pratt in attendance to discuss the options.

PPC/07/17-18 FEEDBACK FROM THE REVIEW OF 29TH JANUARY 2018

The Headteacher informed governors that the school had received a pilot review from NST which had graded the school as 2A (good+). The Chair had attended the feedback session in school. The report was circulated to governors.

The Headteacher said that the review had been very thorough and useful and had identified some areas for development for the school, alongside a large number of strengths. The process of review would be refined based on the school's feedback. Safeguarding procedures had been identified as a strength. The school improvement advisor would review progress in the summer term.

Governors asked whether the review should inform a review of the school development plan. The Headteacher agreed to update the SDP, to reference the focus on greater depth, breadth of the curriculum audit and work on teaching and learning, and circulate to governors. The school would also be seeking a safeguarding audit from the LA.

HT

PPC/08/17-18 MONITORING PLAN

The Chair had circulated a governor monitoring plan. She reminded governors to provide a brief written report from visits which could then be added to the governor blog. All governors agreed to visit in line with the plan.

It was agreed that the Chair also email all other governors to remind them to visit in line with the plan.

Chair

PPC/09/17-18 CONFIDENTIALITY AND COMMUNICATION

It was agreed that no items be deemed confidential for the purpose of the minutes.

The meeting closed at 3.15 pm

Signed by the Chair:

Date:

ACTION POINTS FROM THE MEETING:-	
Person	Action
Clerk	Lead session on Asp at next GB meeting
Headteacher	Email SEF to all committee members for review and feedback to the next meeting.
Headteacher	Update and circulated SDP
Chair	Email governors with monitoring plan

MELLERS PRIMARY SCHOOL GOVERNING BODY

FINANCE AND GENERAL PURPOSES COMMITTEE

Held at the school on 8th February 2018 at 1.30 pm

MEMBERSHIP
(A denotes absence)

Mrs C McCrone, Chair of the Committee
Cllr A Peach
Mrs Lesley Lyon
Miss A Dawson, Headteacher

IN ATTENDANCE

Mrs C Colmore, clerk to the governing body
Ms M Holton, business manager and associate member

F&GP/01/17-18 APOLOGIES FOR ABSENCE

ACTION

There were no apologies for absence.

F&GP/02/17-18 DECLARATION OF INTEREST

Governors were reminded of the requirement to consider declarations of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

F&GP/03/17-18 ELECTION OF CHAIR

It was agreed that Carol McCrone become the chair of the committee.

F&GP/04/17-18 MINUTES OF THE MEETING HELD 5TH OCTOBER 2018

Governors had received the minutes at the previous meeting of the full governing body.

Matters arising from the minutes

Awards for All Bid Following a discussion about the urgent need to place a bid it was agreed that the chair of the governing body meet with the business manager to develop a bid for submission prior to half-term.

LL / BM

Pebble Governors sought information about progress with raising income through Pebble and were advised by the business manager that the work with Pebble was quite time consuming. Governors asked that the business manager:

BM

- Check whether emails of parents / suppliers could be shared with Pebble without permission having been sought
- Arrange for Pebble to provide a report to the governing body on progress with securing income for the school.

The committee chair would provide the business manager with details of a potential grant available through a civil engineering company.

CMcC

Documentation for meetings

Governors requested that all documentation for the meetings be sent out one week in advance of the meeting by the business manager.

BM

Headteacher's communication with the Secretary of State regarding foundation stage funding –
Headteacher to circulate.

Headteacher

Thanks to Site Team – Business manager to pass to the site team the thanks of the governing body for the excellent condition of the buildings and premises.

BM

F&GP/05/17-18 SUBJECT ACCESS REQUEST

The Headteacher informed governors that she had received a subject access request from a parent and had taken advice from the LA legal service. The Chair of the governing body signed the letter of response to the parent, which contained copies of all documentation which the school was able to release, in line with LA legal advice.

F&GP/06/17-18 BENCHMARKING

The business manager circulated a report on the changes to benchmarking, which provided free access to any school's benchmarking data: <https://schools-financial-benchmarking.service.gov.uk> It was noted that the data for 2016-17 was still awaited and that comparison with academies was complex due to their different accounting cycle and practices.

It was agreed that governors investigate the website and select the areas of greatest importance for benchmarking, responding to the business manager by the end of February 2018.

Govs

F&GP/07/17-18 INVENTORY

The business manager informed governors that the inventory had been updated following the expansion of the school. She tabled the inventory document which detailed the redundant items which had been removed. The chair of the governing body signed the inventory, acknowledging the removals.

F&GP/08/17-18 PRESENT FINANCIAL POSITION AND BUDGET 2018-19

The business manager circulated:

- The outturn summary report from period 10 with a projected carry forward from the current year of a deficit of £38,797.
- A revised budget share letter, dated 6th February 2018, showing a clawback from the early years budget of £20,581.

Governors were informed that of the 39 children in N2, only 3 were funded full time. The low numbers in N1 had affected the budget. **Governors asked why N1 numbers were low** and were advised that parents could access full time places elsewhere, and as children could only be admitted when they were 3, summer born children had yet to be admitted.

The business manager advised that tight financial controls were in place. The school fund had been used to add an additional £8,000 to the budget.

Governors asked the business manager to explain specific areas of over-expenditure:

- On-costs for the reimbursement of the Headteacher and senior leaders for their work supporting Netherfield Primary School - £11,000
- Additional costs of setting up the new classrooms. It was noted that the sole income was £45,000 per classroom for learning resources, one teacher and 0.5 TA. The Headteacher advised that the LA were reviewing the amount provided to expanding schools. The true cost has been established by Mel as £50,000.
- Additional TA costs for residential trips
- Additional hours for cleaners, for absence cover and supporting the escorting of children to events
- China trip
- The energy costs had been complex to forecast due to the new build, although additional costs had been built into the current budget. Business manager to contact builders to

recoup the cost of energy used in the building works.

Governors requested that:

- The business manager ensure that expected additional costs, based on current year's expenditure, be built in to the budget for 2018-19
- The business manager calculate the expenditure from the school's budget which had been required due to the new build
- Headteacher and business manager to liaise regarding funding for the pupils for the China trip
- The foundation provision would need to be reviewed, as the demand appeared to be for full-time places, and Nottingham nursery admitted children full-time into N1.

BM

BM

HT/BM

HT / GB

The business manager advised that the budget for 2018-19 would be received on 28th February 2018. She advised that the school would be receiving 0.5% increase per pupil for 2018-19 and 2019-20.

Governors discussed the budget to be set for 2018-19 and agreed that the aim should be to set a budget so that the school did not have a deficit by the end of the school year. The exceptional expenditure in setting up the classrooms had been one-off expenditure and would not be recurring.

BM

It was agreed that the committee meet again in late March to enable governors to be fully involved in the setting of the budget, and prioritisation of expenditure. Business manager to liaise with governors to agree the date for the meeting.

Full GB
agenda

The business manager tabled the traded services order for 2018-19, informing governors that services were unchanged, with the exception of the special needs package which had been upgraded to reflect the growth of the school and the high level needs of the pupils. The chair of the governing body provisionally signed the order, with the purchase of services to be ratified by the full governing body.

F&GP/09/17-18 AFTER SCHOOL CLUB

The business manager informed governors that the After School Club was making a small surplus – at present £159 for the year. It was noted that the club was often full, with the school being vigilant in ensuring the correct ratio of staff to pupils was maintained. **Governors agreed that:**

- Expansion should be investigated; however the principle that it must not run at cost to the school budget should be maintained
- Holiday provision should not be investigated at present, and if to be considered would need to be fully planned and costed.

BM

F&GP/10/17-18 HEALTH AND SAFETY

The chair of the governing body would review and sign all the school log books. The Headteacher would ensure the chair was informed of any serious incidents or accidents.

LL

It was agreed that the chair of the governing body speak with parent governor Saima Munir and invite her to take on the role of health and safety link governor, undertake a H&S visits, and join this committee.

LL

The chair of the committee would liaise with LA H&S officer David Thomson, to ask him to accompany Saima Munir on a visit.

CMcC

F&GP/11/17-18 ANY OTHER BUSINESS

School Expansion

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Dinner Money Debts

Governors commended the work being done to reduce the dinner money debts. The previous debt of £717 had been reduced to £315.

Confidential item – see appendix.

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The meeting closed at 3.30pm

Signed by the Chair:

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04	Provide the business manager with details of a potential grant available through a civil engineering company.	Carol McCrone
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04	Circulate communication with the Secretary of State regarding foundation stage funding	Headteacher
04	Pass to the site team the thanks of the governing body for the excellent condition of the buildings and premises.	Business manager
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08	The expected additional costs, based on current year's expenditure, be built in to the budget for 2018-19	Business manager
08	Calculate and report the expenditure from the school's budget which had been required due to the new build	Business manager
08	Headteacher and business manager to liaise regarding funding for the pupils for the China trip	Headteacher and business manager
08	The foundation provision would need to be reviewed, as the demand appeared to be for full-time places, and Nottingham nursery admitted children full-time into N1.	Headteacher and governing body
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10	Liaise with David Thomson regarding supporting a H&S visit	Carol McCrone
11	Investigate options for pay range review	Carol McCrone

CONFIDENTIAL APPENDIX TO:

MELLERS PRIMARY SCHOOL GOVERNING BODY

FINANCE AND GENERAL PURPOSES COMMITTEE

Held at the school on 8th February 2018 at 1.30 pm

The chair of the governing body informed governors that she had completed the Headteacher's appraisal, supported by external advisor Carol Norman. No other member of the governing body had been available to attend. The Headteacher had met and exceeded all targets.

Governors discussed the pay range for the headteacher post, receiving advice that to review the pay range the post holder must be doing substantially and significantly different work, or the school should change significantly. The pay range had already been set at the top of the range for a group 3 school, in recognition of the school's expansion.

Chair of the committee to investigate options for reviewing the pay range.

MELLERS PRIMARY SCHOOL GOVERNING BODY

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MEMBERSHIP
(A denotes absence)

Mrs C McCrone, Chair of the Committee
Cllr A Peach
Mrs Lesley Lyon
Miss A Dawson, Headteacher

IN ATTENDANCE

Mrs C Colmore, clerk to the governing body
Ms M Holton, business manager and associate member

F&GP/01/17-18 APOLOGIES FOR ABSENCE

ACTION

There were no apologies for absence.

F&GP/02/17-18 DECLARATION OF INTEREST

Governors were reminded of the requirement to consider declarations of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

F&GP/03/17-18 ELECTION OF CHAIR

It was agreed that Carol McCrone become the chair of the committee.

F&GP/04/17-18 MINUTES OF THE MEETING HELD 5TH OCTOBER 2018

Governors had received the minutes at the previous meeting of the full governing body.

Matters arising from the minutes

Awards for All Bid Following a discussion about the urgent need to place a bid it was agreed that the chair of the governing body meet with the business manager to develop a bid for submission prior to half-term.

LL / BM

Pebble Governors sought information about progress with raising income through Pebble and were advised by the business manager that the work with Pebble was quite time consuming. Governors asked that the business manager:

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- Arrange for Pebble to provide a report to the governing body on progress with securing income for the school.

The committee chair would provide the business manager with details of a potential grant available through a civil engineering company.

CMcC

Documentation for meetings

Governors requested that all documentation for the meetings be sent out one week in advance of the meeting by the business manager.

BM

Headteacher's communication with the Secretary of State regarding foundation stage funding – Headteacher to circulate.

Headteacher

Thanks to Site Team – Business manager to pass to the site team the thanks of the governing body for the excellent condition of the buildings and premises.

BM

F&GP/05/17-18 SUBJECT ACCESS REQUEST

The Headteacher informed governors that she had received a subject access request from a parent and had taken advice from the LA legal service. The Chair of the governing body signed the letter of response to the parent, which contained copies of all documentation which the school was able to release, in line with LA legal advice.

F&GP/06/17-18 BENCHMARKING

The business manager circulated a report on the changes to benchmarking, which provided free access to any school's benchmarking data: <https://schools-financial-benchmarking.service.gov.uk> It was noted that the data for 2016-17 was still awaited and that comparison with academies was complex due to their different accounting cycle and practices.

It was agreed that governors investigate the website and select the areas of greatest importance for benchmarking, responding to the business manager by the end of February 2018.

Govs

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The business manager informed governors that the inventory had been updated following the expansion of the school. She tabled the inventory document which detailed the redundant items which had been removed. The chair of the governing body signed the inventory, acknowledging the removals.

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The business manager circulated:

- The outturn summary report from period 10 with a projected carry forward from the current year of a deficit of £38,797.
- A revised budget share letter, dated 6th February 2018, showing a clawback from the early year's budget of £20,581.

Governors were informed that of the 39 children in N2, only 3 were funded full time. The low numbers in N1 had affected the budget. **Governors asked why N1 numbers were low** and were advised that parents could access full time places elsewhere, and as children could only be admitted when they were 3, summer born children had yet to be admitted.

The business manager advised that tight financial controls were in place. The school fund had been used to add an additional £8,000 to the budget.

Governors asked the business manager to explain specific areas of over-expenditure:

- On-costs for the reimbursement of the Headteacher and senior leaders for their work supporting Netherfield Primary School - £11,000
- Additional costs of setting up the new classrooms. It was noted that the sole income was £45,000 per classroom for learning resources, one teacher and 0.5 TA. The Headteacher advised that the LA were reviewing the amount provided to expanding schools.
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- The energy costs had been complex to forecast due to the new build, although additional costs had been built into the current budget. Business manager to contact builders to

recoup the cost of energy used in the building works.

Governors requested that:

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- The business manager calculate the expenditure from the school's budget which had been required due to the new build BM
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Governors discussed the budget to be set for 2018-19 and agreed that the aim should be to set a budget so that the school did not have a deficit by the end of the school year. The exceptional expenditure in setting up the classrooms had been one-off expenditure and would not be recurring.

It was agreed that the committee meet again in late March to enable governors to be fully involved in the setting of the budget, and prioritisation of expenditure. Business manager to liaise with governors to agree the date for the meeting. BM

The business manager tabled the traded services order for 2018-19, informing governors that services were unchanged, with the exception of the special needs package which had been upgraded to reflect the growth of the school and the high level needs of the pupils. The chair of the governing body provisionally signed the order, with the purchase of services to be ratified by the full governing body. Full GB agenda

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The business manager informed governors that the After School Club was making a small surplus – at present £159 for the year. It was noted that the club was often full, with the school vigilant in ensuring the correct ratio of staff to pupils was maintained. **Governors agreed that:**

- Expansion should be investigated; however the principle that it must not run at cost to the school budget should be maintained BM
- Holiday provision should not be investigated at present, and if to be considered would need to be fully planned and costed.

F&GP/10/17-18 HEALTH AND SAFETY

The chair of the governing body would review and sign all the school log books. The Headteacher would ensure the chair was informed of any serious incidents or accidents. LL

It was agreed that the chair of the governing body speak with parent governor Saima Munir and invite her to take on the role of health and safety link governor, undertake a H&S visits, and join this committee. LL

The chair of the committee would liaise with LA H&S officer David Thomson, to ask him to accompany Saima Munir on a visit. CMcC

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MELLERS PRIMARY SCHOOL GOVERNING BODY

MINUTES OF THE FULL GOVERNING BODY MEETING HELD AT THE SCHOOL ON 15TH MARCH 2018 AT 4PM

Membership		Mrs L Lyon, Chair
(A denoted absence)		Mr M Gilmore, Vice-Chair
	A	Cllr L Ali
		Ms J Kervick
		Mrs C McCrone
		Cllr A Peach
	A	Miss T Reid
	A	Mrs S Munir
	A	Mrs S Pratt
		Ms A Falces
		Miss A Dawson, Headteacher
In Attendance		Mr A Sheldon, Clerk to the governing body
		Mrs M Holton, Business Manager and Associate Member

GB/09/16-17 PRELIMINARIES

9.1 Apologies for Absence

Apologies for absence were received and approved from Cllr L Ali and Mrs S Munir.

ACTION

9.2 Declaration of Interest

Governors were reminded of the requirement to consider declaration of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

The Chair asked Mrs McCrone to present an unminuted presentation on Ofsted training.

Actions specific to the Ofsted Training presentation.

- The Chair to contact Michelle Bramley to organise meetings of Governors and parents.
- Governors to study the SDP
- The Headteacher to prepare a 'crib sheet' type document for Governors containing relevant information
- Each meeting of committees to set aside time to prepare for Ofsted inspection
- Headteacher to prepare a simplified version of the SDP
- All Governors monitoring activities to be completed by 20th May 2018

The Chair thanked Mrs McCrone for the presentation.

Mrs Colmore would present to Governors on ASP data at the next meeting.

9.3 Membership

A document listing current membership of the governing body, copies of which had been circulated previously, was received and noted.

Attendance Requirements

The meeting was quorate.

Vacancy Update

There are vacancies for a co-opted Governor and a parent Governor.

The clerk agreed to contact Governor services and arrange for details of the make-up of the Governing Body to be emailed to the Chair. [Post meeting addendum: this was done on 21.3.18]

It was agreed that Cllr Ali would be informally approached and asked of his future intentions regarding his role as a Governors.

End of Terms of Office

It was agreed that Cllr Peach and Mr Gilmore should continue in their roles within the Governing Body.

9.4 Minutes of the Last Meeting

Minutes of the meeting held on 29th November 2017, copies of which had been previously circulated, were taken as read, confirmed and signed by the Chair.

Action Points

It was announced that all actions were complete or were in hand with the exception of:

2.4 Consider how the views of stakeholders were collected and used. This would be carried forward.

4.1 The Chair would manage the process of a skills audit for the governing body based on the NGA skills audit which reflected the Competency Framework. This was still to be done.

Matters Arising

None were discussed.

9.5 Chair's or Vice Chair's Emergency Action Since Last Meeting

Neither the Chair nor the Vice Chair reported any actions or decisions undertaken using emergency authority.

9.6 Correspondence Items

From Chair

The Chair said that issues had been raised regarding the safety of school notice boards. Mrs Falces agreed to investigate.

Some concerns had been received from parents about the 'non-school uniform' day. The Chair said that procedures had been followed and that there had been no further questions from parents.

A parent had made a subject access request to the school. The school had liaised with the Local Authority and suitable files had been released. The parent had expressed dissatisfaction and details had been passed to the Local Authority's legal team.

From Headteacher

There were no items to report.

From Clerk:

There were no items to report.

GB/10/16-17 -18 SCHOOL PROGRESS**10.1 Headteacher Report**

The Headteacher reported on the work and progress of the school since the autumn term meeting of the full governing body.

The Headteacher circulated a hard copy of the spring term report and reminded the Governors that they had received copies in advance of the meeting.

The Headteacher said that it was not the intention to delve in to detail but rather to update Governors on areas of focus.

The Headteacher said that an F2 teacher had been appointed. This appointee was an NQT.

A teacher had been appointed to Y2. This teacher was very experienced.

The Headteacher reported that the Local Authority had requested that the school take a bulge class and explained the details to the Governors. The Headteacher continued that meetings had taken place with the Local Authority and it had been agreed that the funding for this would meet the costs incurred by the school.

The Governors agreed after an in depth and detailed discussion, that the bulge class would be taken and a new teacher would be appointed from September 2018. This teacher had already been selected.

The meeting heard that a case of maternity leave was being covered by the school.

The Headteacher said that staffing at the school remained stable. More T/As would be desirable although the school remained financially prudent.

The Governors were informed that a school review had been completed and that the outcomes were very pleasing. The Headteacher reported that the school was securely 'good' with some areas of 'outstanding'.

The Headteacher said that a good quality of education was being provided. In addition, the Headteacher told the meeting that school staff considered the NST review to be more challenging than an Ofsted inspection.

The Headteacher said that issues concerning the subjective nature of some judgements had been raised with the NST's CEOs.

The Governors heard that maths results were in the top 20% in the country for progress and that outcomes were secure.

Governors asked that thanks be passed on to Lorna Dermody and other staff.

Governors were reminded that Netherfield school was being supported by the Headteacher and that there had been much improvement in Y5 and Y6.

The Headteacher said that Netherfield had now academised and would receive more help from their MAT. The Headteacher's role would now be to supply more strategic advice.

The Chair challenged the Headteacher to ensure that all of the teaching staff at Mellers were receiving adequate support and the Headteacher explained the systems in place and said that Governors would be kept informed.

Governors discussed aspects of the school budget and agreed that prudence was being shown and expressed confidence in the management of the school.

The Headteacher's report was received with thanks.

10.2 Approval, or Delegation of Approval of Budget 2018-2019 – Including Purchase of Services

It was announced that the school budget had not yet been finalised. The Headteacher said that Governors would be advised in due course.

A Governor asked if the new bulge class would affect the costs of utilities and the Headteacher explained the funding situation to the Governors satisfaction.

The Business Manager said that there had been some minor changes to the 'bought in services' and after discussion, this was ratified.

There followed a discussion on the requirements on 2 pupils with exceptional needs and the Headteacher said that 2 extra members of staff were required. Governors noted the information.

10.3 Schools Financial Value Standards (SFVS)

The Clerk reminded the governing body that the deadline date for the SFVS assessment is 29th March 2018.

The process remains unchanged from the previous year.

The link to the SFVS assessment and support material is:-

<https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs>

Governors approved the SFVS and the Chair signed the paperwork.

10.4 Report from Performance Management Governors

It was reported that the mid-year review was still to take place and would be arranged by the Headteacher in due course.

10.5 Policies for Review

It was agreed that the following policies had been ratified:

- Indoor shoe policy [this would be reviewed in 12 months' time]
- Attendance policy

GB/11/16-17 GOVERNORS' REPORTS

11.1 Nottingham Schools Trust Report to Governors

The clerk reported that the Education Governance Service would deliver a termly report on behalf on Nottingham Schools Trust. The Following draft documents were presented for governors to consider and approve:

- The Governors Code of Conduct;

- Complaints Policy including the process for unreasonable complainants.

Governors agreed that the school would continue with its own complaints policy.

The meeting discussed the value for money of joining the NST and the Headteacher said that the school received more help from Transform at a cost of only £2,000 pa.

It was agreed that although the NST was at an embryonic stage, governors were unsure of the benefits to Mellers of being part of NST.

It was agreed that the CEO would be invited to attend a meeting with the Governors. The Chair would arrange this.

Sharing of Resources

The Education Governance service are introducing cross governance support network to ensure expertise and availability for the following panels and committees:-

- Staff discipline;
- Pupil discipline;
- Appeals;
- Grievances;
- Complaints.

Governors who have the relevant experience or have completed the following training will be invited to register their interest to join the support network group:-

- Dealing with concerns and complaints;
- Exclusion guidance and alternatives to exclusion;

To register your interest please contact Rachael Harvey on 0115 8764589 or email rachael.harvey@nottinghamcity.gov.uk

Governors discussed and approved the sharing of resources and agreed to update the committee panel remit to include **"to ensure all panels meet the required criteria and provide a robust, impartial and transparent process, the HR, complaint, discipline and appeals panels may include a governor from other schools within Nottingham Schools Trust. The panel will maintain a 2:1 majority of governors from the school"**.

The Chair agreed, if required, under Chair's emergency action, to appoint a named external governor as associate member for the purpose of sitting on the panel. The governing body would approve the decision retrospectively at the next full governing body meeting.

11.2 Reports from Committee

Governors had received minutes of the Finance meeting held on the 8th February 2018, the Pupil and Personnel meeting held on 1st February 2018 and the Pupils and Curriculum meeting held on 18th January 2018.

Governors discussed various issues and questions were addressed by the Chair of each committee.

11.3 Governor Training and Development

It was reported that a Governor had attended Ofsted training and that a new Governor had attended induction training. This was described as very helpful.

11.4 Reports from Governor Visits and Monitoring Visits

The Chair said that visits had been made to aid recruitment and in connection with the 'awards

for all' application.

A Governor reported on a visit to view maths teaching.

GB/12/16-17 CONCLUDING ITEMS

12.1 Safeguarding and Child Protection

This subject had been covered in the Headteacher's report.

The Headteacher circulated more paperwork concerning the audit of current safeguarding policies and practices. The outcomes of the audit were very positive with a few minor actions required.

Governors discussed 'safer recruitment' training and expressed concern that not enough training was available during working hours.

12.2 Health and Safety

The Headteacher said that there had been one incident and that all proper procedures had been followed.

12.3 Equality Incidents Reported Since the Last Meeting

There were none to report.

12.4 Evidence of Governing Body Impact on School Improvement

The clerk referred to the DfE document (January 2017), the Competency Framework for Governance and the importance of monitoring the governing body's effectiveness. The Education Governance Service can deliver a Review of Governance which provides a forensic analysis of what your governing body can do to improve, this includes:-

- Professional "snap shot" review of governance based on the present position;
- A two hour development session, including an agreed 12 month action plan;
- A mid-term review.

The review can be purchased from April 2018 as part of your governor support package at a reduced cost, saving £200.00 or purchased separately at full cost, £1295.00.

It was agreed that reviews of policy, challenges to the Headteacher and budget analysis were all evidence of Governor impact.

12.5 Arrangements for Chair to Inspect School Records

This was still to be done.

GB/13/16-17 CONFIRM DATES AND TIMES OF FUTURE MEETINGS

5.1 Summer term 2018; it was agreed that changes to the dates were as follows:

- Finance and general purpose committee – Thursday 3rd May at 1.30pm;
- Pupils and curriculum committee – Thursday 17th May at 1.30pm;
- Pupil progress committee – Thursday 10th May at 1.30pm;
- Full governing body – Thursday 12th July at 4.00pm.

GB/14/16-17 CONFIDENTIALITY AND COMMUNICATION

It was **agreed** that no items be deemed confidential for the purpose of the minutes.

Communication of the decisions made was considered, and it was agreed that the school would undertake all communication with the stakeholders.

The meeting closed at 6.30pm

Signed by the Chair:

Date:

ACTION POINTS FROM THE MEETING:-

Reference	Action	Responsible
GB/09/16-17	<u>Actions specific to the Ofsted Training presentation.</u> <ul style="list-style-type: none"> The Chair to contact Michelle Bramley to organise meetings of Governors and parents. Governors to study the SDP The Headteacher to prepare a 'crib sheet' type document for Governors Each meeting of committees to set aside time to prepare for Ofsted inspection Headteacher to prepare a simplified version of the SDP All Governors monitoring activities to be completed by 20th May 2018 	
GB/09/16-17	It was agreed that Cllr Ali would be informally approached and asked of his future intentions regarding his role as a Governors.	HT AND CHAIR
GB/09/16-17	Consider how the views of stakeholders were collected and used.	FROM PREVIOUS MINUTES
GB/09/16-17	The Chair would manage the process of a skills audit for the governing body based on the NGA skills audit which reflected the Competency Framework.	FROM PREVIOUS MINUTES
GB/09/16-17	The Chair said that issues had been raised regarding the safety of school notice boards. Mrs Falces agreed to investigate.	AF
GB/10/16-17	It was announced that the school budget had not yet been finalised. The Headteacher said that Governors would be advised in due course.	HT

GB/10/16-17	It was reported that the mid-year performance management review was still to take place and would be arranged by the Headteacher in due course.	HT
GB/11/16-17	It was agreed that the CEO would be invited to attend a meeting with the Governors. The Chair would arrange this.	CHAIR

Academic Year 2017-2018												
Governor	Autumn 2017				Spring 2018				Summer 2018			
	FGB	PPC	P&C	FGP	FGB				FGB			
Mrs L Lyon	✓	✓	-	-	y							
Mr M Gilmore	x	-	✓	-	y							
Cllr L Ali	✓	x	-	✓	n							
Ms J Kervick	✓	-	✓	-	y							
Mrs C McCrone	✓	-	-	-	y							
Cllr A Peach	✓	-	-	X	y							
Miss T Reid	✓	✓	-	-	n							
Mrs S Munir	✓	-	✓	-	n							
Mrs S Pratt	✓	x	-	-	n							
Miss J Wood		-	✓	✓	Resigned 29 th Nov 2017							
Miss A Dawson	✓	✓	✓	-	y							
Mrs M Holton, associate member	✓	-	-	✓	y							

Mellers Primary School Governing Body

Pupil Progress Committee - 1^{7th} May 2018 at 12.30pm

MEMBERSHIP

(A denotes absence)

A

Lesley Lyon, chair of the committee

Liaqat Ali

Sharon Pratt

Teeny Reid

Amanda Dawson, Headteacher

IN ATTENDANCE

Clare Colmore, clerk to the governing body

Jo Kervick, governor

Mark Gilmore, governor

Mel Holton, business manager and associate member

Laura Patel, deputy head

PPC/11/17-18 APOLOGIES FOR ABSENCE

ACTION

All members of the governing body had been invited as the meeting was being preceded by a presentation on the school's Analyse School Performance (ASP) and the Inspection Data Summary Report (IDSR).

The sole apologies received had been from Carol McCrone. Governors expressed disappointment at the low level of attendance and agreed that the chair contact all absent members of the governing body to encourage greater involvement.

Chair

PPC/12/17-18 DECLARATION OF INTEREST

Governors were reminded of the requirement to consider declaration of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

PPC/13/17-18 FINANCE ITEMS

Budget 2018-19

The business manager was attending for this item, to present the information which had not been available for the Finance and General Purposes committee due to a software error from SAAF. She informed governors that following a review of expenditure, in line with the recommendations of the Finance and General Purposes committee, the budget for 2018-19 produced a projected carry-forward of £11,576. She was optimistic there would be further savings and additional income, including through HLN funding.

Costs for the additional year 2 class of 12, which was fully funded by the LA, would be reviewed. Reducing the use of supply teaching for the class could generate savings in the region of £4K.

Governors placed on record thanks to Cllrs Ali and Peach for their contributions to the costs of In Harmony.

School Fund Audit April 2017 – March 2018 Received and signed by the chair of the governing body.

The business manager left the meeting

PPC/14/17-18 MINUTES FROM THE MEETING 1st FEBRUARY 2018

The minutes from the meeting of the committee held on 1st February 2018 were approved as a true record of the meeting.

Actions and Matters Arising from the Minutes

ACTION POINTS FROM THE MEETING:-		
Person	Action	Action taken / required
Clerk	Lead session on ASP at next GB meeting	To be delivered at this meeting
Headteacher	Email SEF to all committee members for review and feedback to the next meeting.	Actioned
Headteacher	Update and circulated SDP	Actioned
Chair	Email governors with monitoring plan	Actioned

PPC/15/17-18 ANALYSE SCHOOL PERFORMANCE (ASP) AND INSPECTION DATA SUMMARY REPORT (IDSR)

The clerk led governors through the school's data, including:

- Recognition the school exceeded the floor and coasting standing
- School contextual information
- Strength of progress data in all subjects. Exceptional progress in maths placing the school in the top 10% nationally
- The excellent foundation and KS1 results
- Trend data
- The areas for development, in particular the current focus on increasing the number of pupils working at greater depth.

Governors commended the excellent results and agreed that the opportunity to collectively review the external data had been of value and that it should be repeated with the data from 2018, once available. It was regretted that more members of the governing body had not attended the session.

HT/
Clerk

Staff governors recommended that staff were also shown the data as it created a greater understanding behind the improvement priorities and an opportunity to celebrate the strengths of the school.

Governors discussed the value of publicising the strengths of the school with the community, giving consideration to the use of physical advertising and also the use of social media.

PPC/16/17-18 PUPIL PROGRESS MEETING

The deputy head, a teacher and a TA joined the meeting to hold a pupil progress meeting, to show the committee how staff were supported and help to account for the progress of all pupils. The deputy head explained that pupil progress meetings had evolved over time, through reflection on their effectiveness. The meeting would focus on the data and each pupil, usually with the SENCo also in attendance. In advance of the meeting staff completed a pro-forma which informed the meeting.

Governors recognised that:

- For pupils new to school there was a focus on their prior attainment and the setting of targets
- Actions agreed at the previous meeting were reviewed
- The meeting focused on children not making expected progress and what support was being put in place for them, including an evaluation of the interventions already in place
- Parental involvement and engagement was a key component for support, including the use of structured conversations
- SEND referrals were considered
- KS1 results informed the targets, ensuring children were on track to reach KS2 targets
- Higher attainers were identified and their progress questioned
- Whole class and whole school priorities were identified and discussed.

Governors questioned whether there was sufficient focus on children who could work at greater depth, including whether more able children were encouraged to be aspirational. They also asked about whether children were aware that they were very able. They were informed that children were praised and encouraged and that children understood the ladders and the focus for their next steps.

Governors asked the teacher and TA whether the process was helpful and were informed that it ensured that no child was missed. The meetings ensured that the data was used to identify the specific needs of pupils and provided the time to be reflective and look at all children in the class. Having the teacher and TA together enabled them to jointly understand the attainment and progress expectations and structure.

The deputy head informed governors that she was developing a checklist for the common areas for action, so that teachers could check against the list to ensure all relevant action had been taken.

Governors asked the deputy head what value the meetings had for her. She responded that they provided a systematic way for her to ensure that the progress of all children was considered, so that she could answer any challenge.

Governors asked about how long the deputy had been carrying out the meetings, and were informed that initially they had been done by the Headteacher, then jointly by Headteacher and deputy, but for about the last 4 or 5 years she had been doing them. Over that time the procedures had evolved.

Governors asked whether staff saw the meetings as valuable and were informed that it was stressful analysing all the data for the meetings but that it was useful, as it provided a time for being analytical and reflective. For NQTs a pre-meeting was held to support them in completing the pro-forma.

The deputy head, teacher and TA were thanked. They then left the meeting. Governors agreed that it had been very valuable to see a pupil progress meeting.

Governors agreed that they would like to see a greater emphasis on having the highest aspirations and expectations for the more able pupils, beyond those who had achieved L3 at KS1.

Governors requested that the deputy head present to them on higher attainers in school,

HT /

defining them as any child who had achieved 2A in reading, writing or maths at KS1. They agreed that there would also be value in hearing from pupils working at greater depth and those approaching greater depth. In addition they would welcome the opportunity to hear from the parents of the pupils.

Chair

PPC/17/17-18 CONFIDENTIALITY AND COMMUNICATION

It was agreed that no items be deemed confidential for the purpose of the minutes.

The meeting closed at 3.00 pm

Signed by the Chair:

Date:

ACTION POINTS FROM THE MEETING:-		
Person	Action	Reference
Chair	Contact all absent governors to encourage attendance and involvement	11
Headteacher and clerk	Arrange for data session once 2018 data available	15
Headteacher and chairs	Arrange for presentation from deputy on higher attainers Arrange for committee to meet with children working at greater depth	16

MELLERS PRIMARY SCHOOL GOVERNING BODY

FINANCE AND GENERAL PURPOSES COMMITTEE

Held at the school on 3rd May 2018 at 1.30 pm

MEMBERSHIP

(A denotes absence)

Mrs C McCrone, Chair of the Committee

Cllr A Peach

Mrs Lesley Lyon

A Ms A Valces

Miss A Dawson, Headteacher

IN ATTENDANCE

Mrs C Colmore, clerk to the governing body

Ms M Holton, business manager and associate member

F&GP/01/17-18

APOLOGIES FOR ABSENCE

ACTION

There were no apologies for absence.

F&GP/02/17-18

DECLARATION OF INTEREST

Governors were reminded of the requirement to consider declarations of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

F&GP/03/17-18

MINUTES OF THE MEETING HELD 8TH FEBRUARY 2018

Governors had received the minutes at the previous meeting of the full governing body.

Matters arising from the minutes

REF	ACTION	PERSON(S) RESPONSIBLE	ACTION TAKEN / FURTHER ACTION REQUIRED
04	Liaise to develop Awards for All bid	Lesley Lyon and business manager	Bid for £9998 placed and being reviewed. Headteacher optimistic it would be successful.
04	Check whether emails of parents / suppliers could be shared with Pebble without permission having been sought	Business manager	Governors fully supported the business manager in not sharing email addresses.
04	Arrange for Pebble to provide a report to the governing body on progress with securing income for the school.	Business manager	Governors received the report on the work of Pebble and expressed concern at: <ul style="list-style-type: none"> • The lack of action • The suggestion that Pebble develop an Awards for All bid, when at the presentation it had been made clear that school should submit a bid • A suggestion that school increase the cost of work to meet the criteria for a bid • The considerable demands on staff

			time.
04	Provide the business manager with details of a potential grant available through a civil engineering company.	Carol McCrone	Grant not applicable
04	Circulate all papers one week in advance of meetings	Business manager	Not achieved for this meeting due to SAAF system error. Governors requested that it be achieved for all future meetings
04	Circulate communication with the Secretary of State regarding foundation stage funding	Headteacher	Actioned
04	Pass to the site team the thanks of the governing body for the excellent condition of the buildings and premises.	Business manager	Actioned
06	Investigate the benchmarking website and select the areas of greatest importance for benchmarking, responding to the business manager by the end of February 2018.	Committee members	Actioned It was noted that the data for 2016-17 was now available. To be considered at the next meeting of the committee.
08	The expected additional costs, based on current year's expenditure, be built in to the budget for 2018-19	Business manager	Actioned
08	Calculate and report the expenditure from the school's budget which had been required due to the new build	Business manager	Carried forward – business manager to action She advised that an invoice had been submitted for energy costs (£1800)
08	Headteacher and business manager to liaise regarding funding for the pupils for the China trip	Headteacher and business manager	Funding had been applied for, but had been received by parents. The school was seeking £200 of the £350 per family
08	The foundation provision would need to be reviewed, as the demand appeared to be for full-time places, and Nottingham nursery admitted children full-time into N1.	Headteacher and governing body	The Headteacher advised that funding for the current year had increased, based on the previous year's numbers.
08	Liaise with governors to arrange a date for a special meeting of the committee to plan the budget for 2018-19	Business manager	Actioned

08	Ratification of service purchase from the LA	Full GB meeting agenda	Actioned
09	Arrange for after school club expansion to be investigated	Business manager	The business manager advised that a TA was providing support and that children were not turned away. Governors required that Lorna Walters: <ul style="list-style-type: none"> • Check the affordability of expansion and report to the committee • Manage the book-keeping • Market places.
10	Review all log books	Lesley Lyon	Carried forward
10	Speak with parent governor Saima Munir and invite her to take on the role of health and safety link governor and join this committee.	Lesley Lyon	At full GB meeting it was agreed Amaya Valces join the committee and take on H&S role. Chair of GB to email her to remind her.
10	Liaise with David Thomson regarding supporting a H&S visit	Carol McCrone	In autumn term
11	Investigate options for pay range review	Carol McCrone	Actioned

F&GP/04/17-18 BUDGET

Governors were circulated with a finance report, including outturn figures for 2017-18 and a proposed budget for 2018-19.

Governors:

- Were pleased that the expected outturn from 2017-18 was for £17,420 plus capital funding of £540. The school had received additional unforeseeable income, including an early years' adjustment of £20,205 and a business rates adjustment of £13,000.
- Were informed that staffing costs for the budget 2018-19 were approximately 75% of income
- Noted the changes to the catering systems and approved the school moving to a fully cashless system from September, with parents to receive support with using the School gateway system if necessary. The dinner money debt had reduced significantly and the school was developing a protocol for minimising future debt.
- Expressed concern that the proposed budget for 2018-19 had an in year deficit of £15,888. The business manager circulated the detail of expenditure for 2018-19. Costs were reviewed and it was agreed that:
 - The budget set should ideally be a balanced budget
 - In Harmony and Place 2 Be must not be cut
 - For TAs attending residentials and for extra hours for TAs, time off in lieu would be given, saving in the region of £4000. Headteacher to inform TAs
 - Buildings maintenance budget was needed for unexpected works
 - Wild Things to be cancelled, with the school to operate a forest school on site (£3,000 saving)
 - Printing accounts for staff to be introduced to allow for accountability for photocopying costs. Colour copying to be used only in exception
 - Staff to be asked for suggestions for saving money
 - Finance support to be reviewed in future
 - Swimming to be reduced to save £4000

- Chair of committee to write to NST enquiring whether the subscription charges would be reducing with the growth in membership
- Pupil premium income to be maximised by a focus on non PP families in school (Chair of GB to liaise with member of staff with responsibility for pupil premium)
- Chair of GB to write to Pebble expressing considerable dissatisfaction with the service provided and seek reimbursement.

Chair

CoG

CoG

The Headteacher informed governors that the school would be holding a fund raising week. Additional HLN funding was expected to cover the costs of the necessary staffing.

Governors approved the revised budget which resulted in a carry forward from 2018-19 in the region of £14K. Business manager to amend and Chair of the governing body to sign.

BM
Chair

F&GP/05/17-18 EXPANSION

The additional bulge class in year 2, which was funded by the LA, was noted to have 10 children on roll currently, with 14 expected in total, compared with the 28 children the LA had led the school to understand would be in the class. The Headteacher advised that staffing deployment in future would be reviewed to ensure that it best met the needs of the children and that there was no detriment to teaching and learning.

To be a standing agenda item for the committee.

F&GP/06/17-18 GENERAL DATA PROTECTION REGULATION (GDPR)

Governors agreed that:

- As the business manager as an associate member did not have any voting rights on the governing body there was no conflict with her being the Data Protection Officer
- GovernorHub would be used for all papers
- All governors to have a school email address.

It was noted that there was considerable work to be achieved, with the business manager concerned at the work load to be compliant, including the new policies required and the documentation needed including data flow mapping. Privacy statement for placing on the website was recognised as a priority.

Governors were advised by the Headteacher that administration staffing, with changes being made to the work including for dinner money, should be adequate for 2018-19.

It was agreed that the school develop a GDPR working party, to be supported by an external facilitator, so that the work required could be distributed to the most appropriate person.

The benefit of the business manager's membership of the SBM group, through which she had access to the support of other SBMs and resources, was commended.

To be a standing agenda item for the committee.

F&GP/07/17-18 AGENDA ITEMS FOR NEXT MEETING

- Budget update
- Staffing
- GDPR
- Residential payments
- Expansion

- Benchmarking
- Receive report on after school club numbers and expansion
- Policy review schedule
- Standard items, including virements, contracts and expenditure.

F&GP/12/17-18 CONFIDENTIALITY AND COMMUNICATION

It was agreed that no items be deemed confidential for the purpose of the minutes.

The meeting closed at 3.20pm

Signed by the Chair:

Date:

ACTIONS FROM THE MEETING		
REF	ACTION	PERSON(S) RESPONSIBLE
03	Papers to be circulated one week in advance of the meeting	Business manager
03	Benchmarking	Agenda item
03	Calculate and report the expenditure from the school's budget which had been required due to the new build	Business manager
03	Arrange for Lorna Walters to: <ul style="list-style-type: none"> • Check the affordability of expansion and report to the committee • Manage the book-keeping • Market places. 	Headteacher Agenda
03	Review log books	Chair of governing body
03	Email Amaya Valces re membership of committee and H&S role	Chair of governing body
04	Write to Pebble expressing concerns	Chair of governing body
04	Write to NST re membership costs	Chair of committee
04	Chair of GB to liaise with member of staff with responsibility for pupil premium re maximising income	Chair of governing body
04	Amend budget in line with changes made	business manager
04	Sign budget	Chair of governing body

MELLERS PRIMARY SCHOOL GOVERNING BODY

PUPILS AND CURRICULUM COMMITTEE

Minutes of the summer term meeting of the Pupils and Curriculum Committee held at the school on 24th May 2018 at 1.30 pm

MEMBERSHIP	Mr Mark Gilmore, Chair of the Committee
(A denotes absence)	Mrs Saima Munir
	Ms Sharon Pratt
	Ms Jo Kervick
A	Miss Amanda Dawson, Headteacher

IN ATTENDANCE	Sara Gadzik, Clerk to the governing body
	Mrs Laura Patel, Deputy Head (deputising for the Head)

P&C/01/17-18 APOLOGIES FOR ABSENCE

Apologies for absence were accepted from the Headteacher.

P&C/02/17-18 DECLARATION OF INTEREST

Governors were reminded of the requirement to consider declaration of interest, either direct or indirect, for items of business on the agenda. No governor expressed a personal benefit through attendance at the meeting.

P&C/03/17-18 FOCUS ON HIGH ACHIEVING PUPILS

Introduction from the Deputy Head

Deputy Head Laura Patel attended the meeting in the place of the Headteacher. She updated the committee about how the school is working to support high achieving pupils.

She informed the governing body that:

- The school has been focusing on high achieving pupils throughout this academic year.
- Their first step was to ensure a shared understanding among teachers of what working at greater depth looks like at each age-related stage. Government guidance only covers the end of years 2 and 6.
- They are also looking at other schools' practice and undertaking joint moderation with two groups of schools locally. One group is made up of schools with a greater number of high achieving pupils.
- English and maths have been a key focus, but they also are looking at how to support high achievement across all areas of the curriculum.
- Teachers have used faculty time to develop 'talent-spotting': identifying and targeting those pupils working at greater depth. They start by examining the data for individual children to identify those who show talent in different subjects; they then considered the provision offered in each of those subjects to make sure that they are able to nurture talent across the curriculum.
- They have looked at teaching styles to ensure that all pupils are able to demonstrate their talents. This includes debate and discussion as well as writing.

- Teachers are also considering how they include more challenging questions, specifically why and how. This has come from the Maths Mastery approach but works with other subjects.
- Intervention work is done with able children – as well as those who are less able – to ensure they are being challenged.

A governor asked whether the pupils know that they are identified as high achievers. The DH said this is an area they are working on.

A governor asked, when teachers know a child hasn't achieved their targets, if can they identify why. The DH said that they do this primarily through pupil progress meetings, where teachers look at data for every child. There are a number of factors why, and interventions and targets are personalised to make sure achievement gaps don't widen.

The school uses Marvellous Me to inform parents and pupils about how they are achieving and what their next steps are. They also have structured conversations with parents where this is addressed. They are working on the language they use with parents to make sure it is jargon free and accessible.

A parent governor suggested that more frequent information to parents would be helpful. She felt the structured conversations were not frequent enough. The DH agreed, and suggested that there could be interim reports to parents.

Meeting with high achieving pupils

The chair welcomed six high achieving Year 5 and 6 pupils to the meeting and reminded them that the governors wanted to hear their honest opinions, so that the school could be even better. Governors asked a number of questions.

Question to pupils are in italics.

Can you tell us the subject or thing in school you do really well? And then what is your favourite thing? We are curious to see if they're the same.

Do well in maths, favourite is science.

Do well in maths, favourite is PE.

Do well in music, favourite is art.

Favourite is English and science and do best in these.

Do best in maths, favourite is swimming.

Do well at maths and music, favourite is music.

What do you think makes you good at that subject?

(In music) I practice a lot at home.

(In English) I really understand it.

(In maths) I enjoy it.

When you're being taught the thing you're good at, do you sometimes find the lesson is a bit easy?

Yes.

There are some things that are hard, some are easy.

It's quite easy most of the time.

Would you like lessons to be harder?

A bit harder.

Sometimes.

A little bit harder.

Is it the lesson/what you're learning that you enjoy, or the way you're being taught?
They way you're being taught (most agreed).

In easy lessons do you challenge yourself? Ask teachers for harder work?
Sometimes.

Do you think it's good to study at home?
Sometimes, not all the time.
After you've been at home a while it's good to do some.

Do you do homework?
Yes. Do it by myself without having to be told.

In your books, your teachers write objectives for what you should learn next. Does your teacher talk to about those?
Yes.
Have you been able to tick them all?
Almost all.

When it's easy in lessons, is there anything the school could do to make it more of a challenge?
If you've done some work at the beginning of year 5, do it again at the end of year 5 and compare.

Could the school be better at letting you know that you're good at something?
Yes (most agreed).

How does it make you feel to know that you're good at things?
Good, because it means you can progress to the next thing.
Good, because you don't want to let people down when they know you're good at something.
Happy, excited.

The Chair told pupils that teachers and the governors want them to get better and better. He asked them to think about and tell Mrs Patel about any ideas they have for how the school can be better at telling pupils that they're good at things. The Chair thanked the pupils for attending and for their honest answers.

The pupils left the meeting.

The DH explained about the key objectives referenced in one of the questions and how it works in practice. It is a new initiative and is aimed at challenging pupils to learn in more depth.

A governor asked if there was a worry about overloading pupils by having them mark their own work. The DH said that they were conscious of this but felt it was a good way to help children learn and reflect. They try to strike the right balance. Teachers have a dialog with children to make sure they understand what it means and they aren't just ticking boxes.

The DH said that a priority is to work on how they communicate with pupils to make sure they know how well they are achieving.

Governors considered how to improve communication to parents about their child's achievement. It was felt that many parents are not clear what 'age related expectations' and are not sure if their children are achieving in line with their age, or better than, and what they need to do to progress further.

Governors agreed that an additional report to parents in the middle of the year would be helpful. The DH suggested that the ladders report from the assessment system might be used. It covers English and maths. However the language may not be accessible for parents. It could give parents an opportunity to come in and talk to the teacher if they want to.

Governors were conscious of not overloading teachers and agreed that the report format should be very simple.

It was proposed to seek views from parents about the structured conversations and the current reports. The DH said they want to give better information, not just more information. **ACTION: The DH will arrange to seek feedback from parents to see what information they want about their children's achievement and when, and implement changes for the next academic year.**

A parent governor commented that many parents didn't seem to know why children are taking SATs and that misinformation was being circulated. It was suggested using the newsletter or a letter home to parents to be clear about how the SATs results are used. The DH would also check whether parents had been invited to a meeting about SATs.

Governors reviewed the format of the meeting with pupils and discussed how to improve the experience for the pupils. Recommendations were:

- Ahead of the meeting, make it clear to pupils why they are invited and share with them the kinds of questions they will be asked.
- Have governors agree the list of key questions before the meeting.
- Arrange the seating in a way that feels less formal.
- Have any teachers leave the room so pupils can talk freely with governors.

P&C/04/17-18 POLICIES FOR APPROVAL

The committee reviewed the following policies:

Pupil Feedback Policy

Assessment Policy

Anti-bullying Policy

Drugs Policy

All the policies were approved with no amendments.

P&C/05/17-18 CONFIDENTIALITY AND COMMUNICATION

It was **agreed** that no items be deemed confidential for the purpose of the minutes.

The meeting closed 3 pm.

Signed by the chair:

Date:

Actions agreed:

P&C/04/17-18	Arrange to seek feedback from parents on what information they want about their child's achievement, when and in what form.	Deputy Head
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