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"Learning Together"

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Please forward any matters relating to the Minutes below to: **THE CLERK TO THE GOVERNORS - ELIZABETH JAHN**

FULL GOVERNING BODY MEETING – TERM 2 **Held at the school on Thursday 8 December 2011 at 5.00pm**

MINUTES

PRESENT:	Juliet Huddart (Chair) Natalie Lane (Vice Chair) Louisa Munton (Headteacher) Michele Daniels Jan Pritchard Mike Lloyd	Darren Brown Warren Pickles Joan Cox Jo Carobene Simon Futcher (Associate Member) Elizabeth Jahn (Clerk)
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The meeting was noted to be quorate

ITEM	MINUTE	ACTION
1	<p>Information Gathering</p> <p>a. Presentation on Data Interpretation</p> <p><i>Information previously circulated and/or available on Merlin which informed Governors' participation in discussions were:</i></p> <ul style="list-style-type: none"> • <i>RAISEonline Summary Report</i> • <i>Knowing Your School Guidance</i> • <i>School Development Plan (SDP)</i> • <i>Governors Management Plan (GMP)</i> • <i>LA Support Plan and Governors Monitoring Plan</i> • <i>LA Progress Review Meeting Notes</i> • <i>SIP Core Visit Report</i> • <i>Chair's Report</i> • <i>Headteacher's Report</i> • <i>School Assessment Data in Last Term's Headteacher's Report</i> • <i>Programme of SLT Presentations at FGB Meetings for 2011-2012</i> • <i>Governor Links to Subject Teams and Terms of Reference</i> <p>Michael Moore, School Improvement Partner (SIP), presented re the RAISEonline Report and Knowing Your School Guidance and emphasised that data is important for raising questions and hypothesis to explore further. He reminded Governors to be mindful not to make assumptions based on the data and the importance of interrogating the data to determine if, for example, dips in outcomes are impacted by a change of cohort, increase of children with special educational needs (SEN), prior attainment on entry, pupil movement etc. Michael Moore suggested that Governors could build up key questions.</p> <p>Governors discussed SATs and noted that whilst it is extremely challenging for some pupils to perform well in a test situation, the use of testing is an important tool. The Headteacher advised that the recent protest against SATs was not that it is a test but that pupil outcomes for the whole of Key Stage 2 (KS2) were based solely on that test and the outcomes are not always a reliable reflection of the child's ability and progress over several years. The school has a rigorous and robust system in place to track pupil progress and the Headteacher is confident in the teacher assessments which have been moderated with cluster schools and validated by the SIP and Ofsted Inspectors.</p> <p>Governors asked the Headteacher how the school answers critics that say 'life is stressful and the sooner children get used to it the better'; the Headteacher responded that most Headteachers do not believe that 40 minutes to answer 49 questions is useful for pupils' confidence.</p>	

Governors asked if the school preps the children for the tests; the Headteacher advised that the school does not 'teach to the tests' but children do sometimes sit past SATs papers in Year 6 to gain experience of test conditions. The school will focus more on improving pupils' confidence and resilience which is a significant factor in cases where pupils have not performed as well as expected. Critical Skills is very effective in building confidence.

Governors asked whether some children are not meeting the basic literacy and numeracy level if they do not achieve Level 4; the Headteacher advised that Level 1 is the basic literacy and numeracy level and that Level 4 is more sophisticated. Governors commented that Level 4 is the basic level/baseline needed for pupils to access the secondary curriculum and raised a slight concern that the school had a different attitude to the government; the Headteacher responded that the school has to work within the structure/system laid down by government but the teaching body generally felt that there are better ways to assess a child's ability at the end of KS2 than relying solely on SATs testing. The SIP advised that the school has aspirational targets for all the children and he is impressed by the school's relentless focus on the progress of the children. The SIP also advised that the KS1 data from 3 years+ ago was over-inflated, which has contributed to the discrepancy at the end of KS2.

b. Presentation on How the Gap is Being Narrowed Through Problem-Solving & Creative Thinking. Focus:

i. Progress on & Evidence of Raising Standards in Numeracy

Gemma Summers informed Governors that all Year Groups met floor targets (65%) for minimum age related expectations (MARE) with many exceeding and reaching FFTD targets at the end of 2010-2011. All pupils made at least 4 average point scores (APS) progress from Term 1 to Term 6. Governors discussed the pupil progress data for 2011-2012 and noted that the school is narrowing the gap between boys and girls; children registered for free school meals (FSM) and non-FSM children with most groups showing accelerated progress. There is a growing sensitivity to the different groups and strategies are put in place to support the different groups; more work is being done to support reluctant learners who tend to be boys. Governors asked if parents/carers receive the data; the Headteacher advised that they do at the parents' evening.

ii. Progress on & Evidence of Raising Standards for Special Focus Groups

Kate Lane reported that children with English as an additional language (EAL) and SEN children except Year 2 pupils made at least good progress (4 APS) in Numeracy, Writing and Reading. Year 2 pupils made outstanding progress in Writing and Numeracy and Year 3 EAL pupils made outstanding progress in Writing. All SEN pupils except the current Year 5 made at least good progress (4 APS) in Numeracy, Writing and Reading. Year 6 pupils made outstanding progress in Reading and Numeracy. Governors asked why Year 5 pupils did not make expected progress; Kate Lane advised that it is a transient Year Group with a lot of SEN pupils. The children are targeted and tracked individually.

In Reading 31% of SEN/EAL pupils were off track at the end of Term 1 but now 84% are back on track; in Writing 32% were off track at the end of Term 1 but now 70% are back on track; and in Mathematics 19% were off track at the end of Term 1 but now 71% at back on track. Governors asked if 100% target was realistic; Kate Lane advised that SEN/EAL pupils should make the same amount of progress even if their starting point is lower than their peers.

Governors asked what support is provided for EAL pupils, particularly as the number of EAL pupils has increased; Kate Lane advised that there are two main foci, firstly to ensure the deployment of Learning Support Assistants (LSAs) supports and embeds good practice for EAL children and secondly, to ensure that LSA support enables good progress.

Governors asked why SEN/EAL data is reported together; Kate Lane advised that for percentage purposes there are too few EAL children to provide meaningful data, however each child and group (EAL and SEN) is able to be tracked individually.

Governors asked if there is evidence yet of the pupil premium funding impact; the Headteacher advised that the main impact of the extra funding has been to support extra-curricular activities to broaden the learning environment. There is a difference/impact on the progress data for FSM children.

Governors thanked Gemma Summers and Kate Lane for their informative presentations.

[Gemma Summers and Kate Lane left the meeting.]

2 Routine Governance

a. Welcome & Apologies for Absence

The Chair welcomed everyone to the meeting, particularly Michael Moore, SIP. Apologies were received and accepted from Dawn Williams, Rebecca Golder and Lucy O'Brian.

b. Attendance/Pecuniary Interests Register

Governors were reminded of their responsibility to declare interests; the Register was circulated and duly signed.

c. Approval of Minutes of the Last FGBM

The Minutes were agreed and signed as a correct record.

d. Carried Forward & Matters Arising

i. Bristol Education Partnership Conference

Jan Pritchard and Gil Osman reported back from the conference they attended; notes had previously been distributed. Jan Pritchard also distributed The Shape of Things to Come: Steps Towards a Self-Improving School System and went through the contents. The key item that was of interest to the school was that of exploring options re collaborating, partnerships etc. This is something that the Headteacher and small working party will work on; the Chair will be setting up a working party shortly.

ii. Outcomes of the Governor of the Month (GoM) Review

An update had been provided at the Teaching & Learning Committee meeting and was also provided at the meeting.

Darren Brown's completed GoM form was distributed.

[Michael Moore left the meeting.]

The community cohesion update deferred from the last meeting was sent out following the last meeting; a further update will be provided at the next Teaching & Learning Committee meeting.

e. Approval of Finance & Resources Committee Recommendations re Finance Policy & Transfer of HR & Payroll Contracts From Bristol City Council

The draft Minutes had previously been distributed. The Governing Body considered and agreed the Finance Policy recommended for approval by the Finance & Resources Committee.

The Chair had previously advised Governors via email that the Chair, Headteacher and Office Manager met with Bishop Fleming on Monday 28 November 2011 and were very pleased with the service they are offering with regard to managing the school's payroll. The plan is to set up the preliminary transfer information in February in order to run a mock parallel payroll in March and then going live in April at the start of the new financial year. The benefits include a saving in operating costs compared to the Local Authority (LA) system; a considerably shorter lead time for adjustments for sickness, overtime, pay increments, etc; control remains vested in the school for ensuring relevant and appropriate changes are made; and a more responsive electronic system with monthly statements of account which will aid the school's budget planning and also give accounting and financial transparency. The school is assured that Bishop Fleming's email encryption is of 'military standard' and confidentiality will be maintained and protected at all times. The school will have a dedicated point of contact who will work with the Office Manager to ensure staff are paid correctly each month and that the system runs smoothly. As Bishop Fleming already work with other Bristol schools, including some Academies, they are already familiar with local policies and will adhere to any school-specific policies with regard to absence etc. The school will retain control and be responsible for notifying of incremental increases, performance related increases and threshold payments.

A separate bank account will be set up to hold salary funds and the LA will transfer appropriate funds on a monthly, quarterly or annual basis. Measures will be put in place to ensure the security of access to this account.

	<p>Once Governors have approved the transfer, discussions will commence with the LA to ensure the appropriate information is made available to Bishop Fleming and to notify staff of the changes. However, the transfer should be seamless and the school will continue to use the same coding schedule which will continue to feed into the standard accounting processes.</p> <p>From 1 April, Bishop Fleming will issue all pay slips, P45s and P60s and their fees will be paid monthly by standing order. Once letters of engagement have been exchanged, Bishop Fleming will undertake some routine financial checks of the key people involved and other checks relating to money-laundering legislation. Bishop Fleming has over 25 years of payroll experience in the South West and over 350 clients.</p> <p>Governors considered and agreed the recommendation that the school goes ahead with the outsourcing of this piece of work with effect from the 1 April 2012.</p> <p>f. Chair's Report</p> <p>The Chair's Report had previously been distributed. Governors asked for clarification regarding work with parents/carers mentioned in the report; the Chair advised that the Deputy Headteacher is carrying out work with the parent/carer forum and has been asked to liaise with Natalie Lane regarding raising Governor awareness.</p> <p>g. Headteacher's Report</p> <p>The report had been previously distributed. The Headteacher advised that the LA has notified the school that top-up funding for an EAL/SEN (hearing impaired) child in Year 3 will be received from January until April pending a statutory assessment. An advert for a bi-lingual (Polish) LSA will be placed as the child needs a high level of support.</p> <p>Governors were pleased to note that 91% of parents/carers attended the parents' evening.</p> <p>As part of the working party project on collaboration, it may be necessary to review staffing to ensure an appropriate organisational structure to support partnership working, sustainability, succession planning etc; any recommendations for changes will be brought to the Finance & Resources Committee for consideration.</p> <p>Governors asked why there was a discrepancy in the Year 6 data in Reading which is higher than Writing and Numeracy; the Headteacher advised that this was evidence of the impact of the focus on Reading which has been very successful rather than standards in Writing or Numeracy being lower.</p> <p>The Functions of the Governing Body had previously been distributed which was taken from the Governing Body's Scheme of Delegation. Governors were reminded of the documents that they are responsible for monitoring. The Headteacher was asked to remind SLT that they should contact Governors to attend team meetings.</p>	LM
3	<p>What is your agenda?</p> <p>a. A Discussion of the Purpose of FGB Meetings & How we Achieve it</p> <p>Governors discussed the format of full Governing Body meetings and agreed that the change in format had been very successful and Governors felt that more time was available for discussions. It was agreed to continue with the format which will also lend itself to small group discussions. Governors also agreed that their 'tagline' of 'the Governing Body should be the best it can be' should be added to the Governors' Management Plan.</p> <p>Governors were invited to attend the INSET on the 22 February 2012 which will focus on the school's vision and aims.</p>	JH All
	<p>Forthcoming Dates</p> <p>Date & Time of Next Association of Bristol Governors' Meeting: Wednesday 29 February 2012, Tuesday 19 June 2012, 7.15-9.00pm; Hannah More Primary School</p> <p>Dates & Times of Next Committee Meetings: Finance & Resources: Monday 9 January 2012 at 10.00am Teaching & Learning: Monday 9 January 2012 at 3.30pm</p>	

Date & Time of Next FGBM: Thursday 2 February 2012 at 5.00pm	
INSET Day on Vision & Values – all Governors welcome: Tuesday 21 February 2012	
Full Day Governing Body Meeting: Thursday 15 March 2012	

Minutes agreed by the Governing Body and signed by the Chair of Governors:

SIGNED: **DATE:** 2 February 2012