

Shirehampton Primary School Governing Body



Headteacher: Miss L Munton
Assistant Headteachers: Ms M Burrowes & Mr E Powe

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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 3 **Held at the school on Thursday 28 January 2016 at 4.45pm**

MINUTES

PRESENT: Rebecca Golder (Chair) Steven Leonard
 Warren Pickles (Vice Chair) Victoria Chilcott
 Louisa Munton (Headteacher) Martyn Wood
The meeting was Faye Ward Melina Burrowes (Assistant Headteacher)
noted to be quorate Hywel George Edward Powe (Assistant Headteacher)
 Jo Carobene Emma Corrigan (School Business Manager)
 Michele Daniels Elizabeth Jahn (Clerk)

ITEM	MINUTE	ACTION
1	<p>Information Gathering</p> <p>a. Presentation on pupil engagement and Emotional Literacy Team</p> <p>Sarah Gardiner, Lead for the Pupil Engagement & Emotional Literacy Team, provided Governors with an overview of the PSHEE (physical, social, health, emotional education) Curriculum and the role it played within the school. It was recognised nationally that children with higher levels of emotional, behavioural, social well-being on average had higher levels of academic achievement and were more engaged in school. PSHEE supported and extended other subjects in the school curriculum, and developed children's resilience, confidence and ability to learn, although currently, PSHEE was not a statutory subject.</p> <p>Governors were informed that the three core themes covered health and well-being, relationships, and living in the wider world. The range of items covered was included in the PSHEE book that was distributed for Governors to view. It was noted that once a week the school prepared lessons from Foundation Stage (FS) to Year 6. Governors asked if the delivery of PSHEE needed to be tailored dependent upon the needs of the class; Sarah Gardiner confirmed that it did and the focus of the lessons was adapted dependent on need, although the lessons remained structured.</p> <p>Sarah Gardiner also explained how the 'mindfulness' approach supported pupils, as it was about being aware of one's thoughts, feelings and body sensations so that the person could control rather than become overwhelmed by those sensations.</p> <p>Governors discussed how staff well-being could be improved and agreed that it was important that staff felt valued. It was recognised that Governors had already considered how they could raise their profile in school and as part of that, it had been agreed to include a regular item in the school's newsletter as well as increased attendance at school events, eg assemblies. It was also suggested that staff achievements, noted at each Finance & Resources Committee meeting, could be highlighted through perhaps a letter from the Chair of the Committee. It was also suggested that Governor involvement in the organisation of school events, eg the school disco, would be welcomed.</p> <p>Following discussion it was agreed that Governors should draw up a list of suggestions for possible 'surprise' events, eg bringing in a cake, helping with the school disco, organising a 'national' teachers day etc, which could be presented to staff so that they could identify the types of things that would support their well-being and recognise their hard work.</p> <p>Governors were pleased to note that there was a national helpline for staff to call to discuss issues, including issues outside of the work environment, and asked Sarah Gardiner to ensure that all staff were aware of it and the profile of the helpline was raised.</p> <p>Sarah Gardiner provided an overview of the other things that the Pupil Engagement & Emotional Literacy Team were doing.</p>	

	<p>Governors asked how the school assessed the effectiveness of the PSHEE provision; Sarah Gardiner advised that this was something that was currently being explored as there were no formal assessments required. There was however, evidence of the positive impact on children’s behaviour and the children’s ability to manage their emotions more effectively.</p> <p>Governors thanked Sarah for attending the meeting and for her informative presentation.</p> <p>[Sarah Gardiner left the meeting.]</p> <p>b. School Development Plan (SDP) review</p> <p>This was a continuation from the last meeting: the Senior Leadership Team’s (SLT’s) SDP review document had previously been distributed. Governors considered how they were able to validate the progress and impact judgements identified by the SLT and agreed that this was through the SLT presentations at full Governing Body meetings (FGBM); attendance of the SLT at the joint Teaching & Learning Committee meetings; Governor of the Term (GoT) visits; classroom displays; Headteacher’s reports; data and behaviour reports; School Improvement Partner (SIP) visit notes; attendance at assemblies and other school events; financial reports from the School Business Manager (SBM); external observations and data provided; school newsletters; Parent and Staff Governors’ personal experiences and observations; outcomes of the pupil, staff and parent/carer questionnaires; Governor presence on the playground; Governors involvement in development of the SDP through attendance at staff meetings; Governors involvement in the catering contract approval; Governor involvement in staff appointments; shadowing lesson observations with the SIP; and Governor events held during the Parents Evenings.</p> <p>c. Governing Body Development Plan (GBDP) review</p> <p>Governors agreed that this should form the focus of the Governors’ Development Day next Term.</p>	RG
2	<p>Routine Governance</p> <p>a. Welcome & apologies for absence</p> <p>The Chair welcomed everyone to the meeting, particularly Victoria Chilcott, Hywel George and Martyn Wood, new Co-opted Governors. Apologies were received and accepted from Ed Collins and Nicola Johnson. Sarah Everett-Cox was absent from the meeting (apologies received retrospectively).</p> <p>b. Attendance/pecuniary interests register</p> <p>Governors were reminded of their responsibility to declare interests; the Register was circulated and duly signed.</p> <p>c. Approval of Minutes of last FGBM held on 10 December 2015</p> <p>The Minutes were agreed and signed as a correct record subject to a minor amendment.</p> <p>d. Carried forward matters & matters arising including:</p> <p>i. Staff Survey: response from Governing Body</p> <p>The Chair confirmed that the response had been distributed to staff.</p> <p>ii. Governor questions in the Parents’ Questionnaire: feedback from other schools</p> <p>The Chair advised that she contacted the 3 Chairs from the other Trym Partnership schools and it had been agreed for the Chairs to set up a group to meet on a regular basis to support developing the role of the Governing Bodies; part of that would include parental involvement discussions.</p>	
3	<p>Information Sharing</p> <p>a. Chair’s Report</p> <p>Feedback from the Chair’s ‘catch-up’ meeting with the Headteacher had previously been distributed; Governors noted the contents.</p> <p>b. Headteacher’s Report</p> <p>The report and SIP’s core visit report had previously been distributed; the Headteacher highlighted the issues with the catering contract. It was hoped that these were teething problems and they would be resolved, however, as the issues were largely due to a lack of staffing capacity of Chartwells and insufficient quantities of food being delivered, significant changes needed to be implemented to ensure that the catering requirements were being met in line with the agreed contract. Governors asked if the issues were only with the Breakfast Club; the Headteacher confirmed that they were not as there were also issues with the lunchtime meals and kitchen staff and school staff had sometimes had to go to local shops to ensure sufficient food was available.</p>	

Governors asked the Headteacher to monitor the situation and to report back to the Governing Body. It was also agreed that if unresolved, the Headteacher should escalate the school's concerns in line with the catering contract escalation procedure.

Governors asked if further nominations had been received for the Class Parent Representatives; the Headteacher confirmed that there were not, however, the school was proactively trying to engage parents/carers and it was hoped that one parent/carer per class would be identified.

Governors discussed the number of pupils on roll and asked if there were any implications for the school not being full; the Headteacher advised that it was unlikely that the school would be penalised financially. The Teaching & Learning Committee had already discussed the mobility of the school and it was recognised that this was more fluid when compared against national data.

Governors discussed the pupil progress data and asked for clarity regarding how the progress was evidenced in the data report; the Headteacher explained the process for 'ragging' (red, amber, green) the data and that by the end of Term 3, largely the percentage of pupils making age related expectations (ARE) should be 'amber' and thus, on track for making ARE by the end of Term 6. Should there still be elements of 'red' within the Term 3 data, then this would highlight areas of possible concern that might not have been addressed by current measures. Governors asked why there had been a dip in the percentage of pupils achieving ARE in Year 4 and also the lack of any progress of that Year Group in Vocabulary, Grammar & Punctuation (VGP); the Headteacher advised that there had been changes within that Year Group that had impacted on progress. As a result, this had been raised as an issue at the Pupil Progress meeting with staff earlier in the day.

Governors raised the issue that the data for this time last year was showing a more positive picture and yet, despite significant hard work to support pupils making ARE, there were some areas where this was not possible. As such, Governors raised concern that the current picture, set against a background of significant uncertainty regarding the new assessment system, was worrying and asked if the school was confident that there were no significant issues with progress; the Headteacher advised that it was very difficult to compare the two sets of data due to the changes in assessment and in particular, the measures now were set against breadth and depth of understanding (mastery skills) rather than moving up to the next Level, which sometimes might have been without pupils having mastered the skills necessary to move to the next stage in their learning. Governors were reminded that the school had presented comparison data last year when discussing the new assessment system and it was recognised that due to the refocus on mastery skills, it was likely that pupil progress would be affected.

Governors asked if the school had similar concerns to Governors; the Headteacher confirmed that staff were more confident in their assessment and strategies had been implemented to support pupil progress. The Headteacher confirmed that there were no concerns at this time, however, as mentioned earlier in the meeting, the Term 3 data would be a more effective measure to identify if the school was on track to meet end of year ARE.

c. Chairs of Committee Reports

The draft Committee Minutes had previously been distributed; Governors noted the contents.

d. Named/Link Governor reports and Governor of the Term (GoT) visits

Faye Ward distributed her completed GoT visit form; Governors were pleased to note that the visit was very informative and supported understanding of how the school worked on a daily basis.

[Hywel George left the meeting.]

The Chair advised that she had visited to support Reading, which was very positive; Victoria Chilcott had also visited to support Reading.

e. Feedback from training undertaken and any training recommendations

Governors agreed that it would be useful to explore training needs as part of the Governors' Development Day and in particular, whether there was anything that could be brought in-house to an FGBM. It was also suggested that the Chair should explore GEL online training and Modern Governor to see if they would be value for money in providing online training.

f. Governors whole day visit: focus suggestions

Governors agreed that the focus of the visit should be on Mathematics; the Chair would liaise with the Headteacher to confirm the itinerary for the day.

g. Correspondence

There was no correspondence to consider

	<p>h. AOB</p> <p>Governors were informed that the Book Fair was taking place from 3.00-7.00pm on the 1 March 2016 as it was also the Parents Evening; volunteers to support the Fair for that evening or at other times during that week were sought.</p> <p>There was no other business to consider.</p> <p>i. Date of next meeting</p> <p>Whole day visit, Wednesday 16 March; details TBC; FGBM: 1.45pm.</p>	
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Minutes agreed by the Governing Body and signed by the Chair of Governors:

SIGNED: **DATE:** 16 March 2016

2015/2016 Meeting Dates

Term 4

FGBM: whole day visit, Wednesday 16 March; details TBC; FGBM: 1.45pm

Term 5

Finance & Resources Committee: Tuesday 26 April, 1.45-3.15pm
 Teaching & Learning Committee: Tuesday 26 April, 3.30-5.30pm
 FGBM: Thursday 19 May, 4.45-7.30pm

Term 6

Finance & Resources Committee: Wednesday 29 June, 9.30-11.00am
 Teaching & Learning Committee: Wednesday 29 June, 11.15-12.45pm
 FGBM: Thursday 14 July, 4.00-6.00pm (earlier to support meeting with staff after school)