

**Part1 Minutes of the SPRING TERM MEETING OF THE GOVERNING BODY OF  
ST MICHAEL'S CHURCH OF ENGLAND INFANT SCHOOL MICKELHAM  
HELD AT THE SCHOOL ON MONDAY 21<sup>st</sup> March 2016**

Governance Role

Strategic – S

Finance – F

Educational Performance - E

**Present**

Mrs P Hand (PH) – Chair Mr D Irvine (DI) Ms T Meredith-Bass (TMB) Mrs M Kearley (MK)	Mrs M Piggott (MP) Mr J Smith (JS) – Headteacher Mr J Banfield (JB) Mr B Tatham (BT) Revd. M Raby (MR)
<u>In attendance</u> Mrs S Tanton (ST) – Clerk	

1.	The meeting opened at 7.00pm with prayers led by Revd M Raby	Role	Resp	Time
2.	<b>Apologies for absence</b>			
	Agreed apologies for absence - Ms L Packman (LP), Karina Thomas (KT), Quorum is 6 Governors (0 vacancies out of 12)			
3.	<b>Constitution of the Governing Body</b>	S		
	The Governors noted: a) Governors whose term of office is due to expire before the next meeting or this academic year – none b) Governors appointed since last meeting – Linda Packman has been appointed by the Diocese as a Foundation Governor with effect from 30th December 2015. c) Any vacancies to be filled – none d) Enhanced DBS checks for Governors are now required by 1 <sup>st</sup> September and it was agreed that we would only do one for each governor even if they are also undertaking regulated activities. MP will send instructions for governors to complete the initial part on-line and then bring documentation into school at next Governor meeting or sooner. <b>Action: MP to issue instructions so that all Governors can complete new DBS checks</b>		MP All	asap
4.	<b>Declaration of interest</b>	F		
	There were no declarations of interests relevant to the business of this meeting.			
5.	<b>Early Years Foundation Stage presentation</b>			
	Yvonne Reynolds (the EYFS teacher) supported by DI (the nominated EYFS lead Governor) gave a presentation in the Reception classroom about the underlying principles of the teaching in YrR and the way that it aims to foster the children's physical, academic and behavioural development. A summary is attached as Appendix A.			
6.	<b>Minutes of Previous Meeting</b>	S/F/E		
	The Part1 and Part2 minutes of the meeting on 7 <sup>th</sup> December 2015 (Links provided) were confirmed and 2 copies of the Part1 Minutes Link were initialed on each page and signed at the end and 1 copy of the Part2			

	minutes were initialed on each page and signed at the end.			
7.	<b>Matters arising from the Minutes</b>			
	<p>Action Sheet (updated) – <b>attached</b></p> <ul style="list-style-type: none"> <li>• Progress on phonics to be reported to parents – JS – in hand for 23/3</li> <li>• MP to arrange determination of Admission Policy for 2017 - completed</li> <li>• JS to arrange survey of parents whose children left recently about the transition arrangements – not possible this year though will be planned for next year</li> </ul>			
8.	<b>Business from the Chair</b>	S	PH	
	<p>PH has attended School focused meetings with Babcock and one Chairs' briefing</p> <p>She has signed off SVFS document from F and R Committee in the absence of a GB meeting before the deadline.</p>			
9.	<b>Raise Online and Inspection Dashboard</b>			
	<p>a) BT pointed out that the data is historic – eg this is how we knew that children were behind in writing. JS said that the target achieved for reading and maths was 70% and only 13% for writing, in part as a result of staffing changes. Additional measures have been put in place – choice of topics, stable staffing, ReadWrite Inc</p> <p>b) PH asked how the removal of levels will impact on the data. MP advised that at the end of KS1 the data will be based on standard assessments and teacher assessments. The method being used for the latter is that suggested by Babcock, with its associated software, though not all schools will be using this. JS explained that there will be specific tasks that children will be expected to achieve.</p> <p>c) PH pointed out that grammar is now included and asked if children had been doing the foundation work for the Year2 SPAG test. JS advised that the children in Year1 had done some. PH asked how many tests the children will be doing. JS explained: KS1 – SPAG, spelling test, 2 maths papers (arithmetic, reasoning paper), 2 reading (one more difficult than the other). TMB suggested that the data shows that teachers have this in hand and that there are few gaps. JS advised that they are arranging practice tests.</p> <p>d) TMB commented on the EYFS from 2014 – all end of year projections were that all children would achieve 100% apart from in reading, writing and number and thought this was surprising as often low attainment in academic areas would reflect difficulties in other areas (eg moving and handling). She asked if the results were moderated which JS confirmed and certain teacher judgements had been adjusted. MP suggested that there had been a great emphasis on gross motor skills at that time together with other changes and Babcock were cautious in advice on how to score.</p> <p>e) PH – noted that in 2014 absence was higher than the national average. MP suggested this was the result of distortion to the % as a result of low numbers. TA pointed out that there have been improvements since. MP said that in Autumn 2014 many children were absent with illness, whereas 2015 there have been individual children with longer periods of absence due to illness.</p>			
10.	<b>Reports from Committees and nominated Governors</b>	S/F/E		



	<p>a) <u>Report</u> (meeting on 29<sup>th</sup> Feb – Link provided) presented by MR - noted</p> <p>b) <u>Policies</u> – (Staff) Disciplinary, Staff Behaviour (Code of Conduct), Collective Worship, Parking had been reviewed</p> <p>c) SIAMS inspection will follow Ofsted inspection. TMB has been working with MR and School seems to be in a good position. TMB will be attending a prayer course which MR has already attended and a prayer space (time and/or area) is being considered with JS.</p>		ST	
11	<b>Headteacher's Spring Term Report</b>	S/E	JS	
	<p>JS introduced the report which had been circulated in advance via the GVO updating on: pupil numbers, staff changes (and measures to address these), recruitment of bursar is progressing with a view to appointing by May; progress on main areas for improvement; absence (see discussion above); observation of teaching with constructive feedback. He pointed out that Yvonne Reynolds had been commended for the improvements in the EYFS by the Babcock adviser which was reflected in DI's positive monitoring report;</p> <p>For the first time Governors had been invited to submit written questions in advance to enable JS to prepare responses. A summary of the discussion is attached as Appendix B. BT complimented JS on the report noting that significant progress is clearly being made following the staffing difficulties last year.</p>			
12.	<b>Governor Update (Feb issue) – Link provided</b>	S		
	<ul style="list-style-type: none"> <li>• New Financial Health and Efficiency Website – link – including Metric Tool enabling comparisons with good practice</li> <li>• SFVS deadline was 10<sup>th</sup> March – see Action by Chair above</li> <li>• Website providing guidance on Prevent Duty – link JB has also done Prevent course</li> <li>• Ofsted learning from inspections in Surrey Schools and Ofsted Inspection "Myths"</li> <li>• Babcock Service Level Agreements directory (sent to Chairs) – including access to Better Governor service at discounted cost of £99 for schools who subscribe to Babcock SLA for support.</li> <li>• Publication of Governor information – summary of requirements and suggested example (Brooklands School Reigate) – Annual Effectiveness Statement may be worth consideration <a href="http://www.brooklands.surrey.sch.uk/annual-effectiveness-statement/">http://www.brooklands.surrey.sch.uk/annual-effectiveness-statement/</a> PH to do assessment</li> <li>• Surrey Governors Conference postponed (from 12<sup>th</sup> March);</li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• <b>JB to provide Prevent course certificate to MP</b></li> <li>• <b>PH to draft effectiveness statement</b></li> </ul>			
13.	<b>Standing Items</b>	S		

<p>a) <i>There was Part2 Confidential business discussion from 8.45 – 9.15pm</i></p> <p>b) <u>Risk Register</u></p> <ul style="list-style-type: none"> <li>• Boiler to be removed.</li> <li>• Staffing is the only standing risk</li> <li>• Security alarm doesn't need to be added as being mitigated.</li> <li>• Budget management over next 2 years to be added (SCC to be the lead) – reserves, recruitment of children into Reception – review of current recruitment measures</li> <li>• Financial management when new bursar is recruited and starts – F and R lead</li> </ul> <p>c) <u>Safeguarding</u> –</p> <p>(i) See above re DBS checks</p> <p>(ii) Signing to confirm that Governors have all read the latest (July 2015 guidance). TA suggested that it is important to understand the Governor's particular role in signing it. PH advised that MK is the main safeguarding nominee and has completed an audit. Others should focus on the Governor responsibility section and need to recognize where there is an issue and how to find assistance. TA and DI still to sign.</p> <p>(iii) 2 governors have done Channel training on-line to address Prevent issues together with JB at another school.</p> <p>(iv) JB asked if there's a central register of staff – MP keeps this and MK regularly reviews it.</p> <p>(v) MK was thanked for her reports which are on the GVO.</p> <p>d) <u>Policy Review (overview)</u></p> <p>(i) Data Protection and Freedom of Information policies – linked and in hand;</p> <p>(ii) Timing of Policy Reviews (especially statutory policies)</p> <p>JS proposed reviewing all policies on a 3 year review cycle at September GB meeting with 2 readers for each policy once JS has done an initial check. The policies would be listed at the July meeting when a decision will be taken as to whether to complete the reviews by the September meeting or to wait for consideration by Committees with final approval at the December GB meeting. It was suggested that policies which are reviewed annually would be spread over the year. This approach was agreed in principle.</p> <p>(iii) <u>Governor Training</u></p> <p>PH reported that 9 Governors had attended Diocesan courses; 12 Governors had attended the session in October preparing for Ofsted; PH has completed the leadership course; and 7 other courses had been attended. All the courses had been very relevant to the work of the GB</p> <p>(iv) <u>Review of Committee structure</u></p> <p>PH has had initial discussions about changing structure with 6 GB meetings and no committees apart possible Finance and Resources Committee. This would reduce the number of meetings from 13 currently to either 6 or 9. The focus then would be on overview and strategy and the opportunity for in-depth discussion of many issues would be reduced, although the proposal for reviewing policies with 2 readers would fit in with this approach.</p> <p>DI suggested trying it for a term. TMB suggested that an alternative could be for the GB to meet together for half the time and then splitting up into committees (or vice versa) although there would be difficulties in recording and there still might not be enough time for full discussion in either session.</p> <p>Some matters would need to be dealt with outside the meetings (eg Open Day).</p> <ul style="list-style-type: none"> <li>• The proposal was delayed for further discussion at July meeting.</li> </ul> <p><b>JB to provide Prevent course certificate to MP</b></p>		<p>TA/MR</p> <p>TA/JB</p> <p>TA/DI JB</p> <p>ST</p>	
---	--	---	--

	<b>Action:</b> <ul style="list-style-type: none"> <li>• DI and TA to indicate that they have read the July 2015 safeguarding guidance (through the GVO discussion zone)</li> <li>• Data Protection/Freedom of Info policy review to be completed – MP</li> <li>• Policies for review in 2016/17 to be listed</li> <li>• PH to give further consideration to possible changes to the committee structure</li> </ul>			
14.	<b>Any agenda items for next meeting</b>			
	<ul style="list-style-type: none"> <li>• Maths Presentation</li> <li>• HT's Summer Term report</li> <li>• Chairs, Committees, Nominated Governors for 2016/17</li> <li>• Meeting dates for 2016/17 – NB SFVS F in by 15/3</li> <li>• Risk register – pupil recruitment review</li> <li>• List of policies for review during 2016/17</li> <li>• Review of Committee Structure</li> </ul>			
15.	<b>What have we done at this meeting that has supported the headteacher and staff and improved the education for the children in our school?</b> <b>Understood the work of the EYSF staff and pupils</b> Considered the HT's report and challenged on some issues			
16.	<b>To note Governing Body meeting dates for remainder of educational year 15/16) – all <u>Mondays at 7pm</u></b> 18th July (nb change from 11 <sup>th</sup> July)			

The meeting closed at 9.45pm

Signed.......... Chair

**St Michael's CE Infant School, Mickleham – presentation about the Early Years Foundation Stage on Monday, 21<sup>st</sup> March 2016 by Yvonne Reynolds (YR), lead teacher for Reception.**

Classroom layout and use

The recently redecorated classroom is set up with different learning areas: Role play (drama), Maths, Writing, Creative activities and the External area. Children come together in groups at "Carpet times".

Everything has its place with labels and the children are good at putting things back where they belong and most of the time they choose and then find things.

The room is used in a freeflow yet structured way which the children understand and they come together for certain activities such as phonics.

Timetable

The children don't play with the rest of the school and don't have a break until lunchtime – they can choose individually when to have a drink and piece of fruit (they put their name in a basket when they do this), encouraging independence.

Writing

The resources available have helped: Writing materials - pens (including pens in tool belts so that they can be used outside), post-its, biropens (like those used by teachers), models to follow, somewhere to display work. Also ReadWriteInc is started in YrR and continues through the school.

The children know what to do if they get stuck and are good at helping each other.

The children help to choose the topics which encourages them to want to learn (eg animals).

Motivation to write is high and the gap between attainment in Reading (74%) and Writing (73%) and boys (72%) and girls (75%) is narrow.

Outside area

There are similar resources outside though some of the children sometimes prefer to stay inside in winter.

There is more construction equipment and this particular group is very imaginative. The approach is open ended and challenging

83% are on target or above for the development of physical skills – gross motor skills are developed outside – possibly only 5 children are Autumn born and there are more boys than girls (57%)

Transition arrangements: Nursery – Reception – Year1

Links have been developed with nurseries and local schools – the St Michael's Nursery teacher visited in the Autumn to help her to develop children attending the nursery so that they are ready to move into Reception. YR will also be working with Yr1 staff on transition arrangements so that children are Reception ready.

Questions from Governors and discussion

BT asked about the use of Teaching Assistants – during "carpet times" they will work with selected children. They are organised on a rota basis so that they will be outside at times and will work with small groups for short periods on extra phonics or reading practice.



MR asked about the 25% who are not on target to achieve expected attainment levels – these will work in small groups daily with a TA; all adults know which these children are and will try to engage with them in activities; hopefully there has been sufficient progress since last term when phonics was assessed. JS pointed out that some have special needs - 2 children = 10% when numbers are small - and cognitive issues are recognised though the School aspires for the best attainment.

TA suggested that, from the % attainment, this is a good year – ie an older age group – and asked if there would be a different strategy with a younger age group. YR responded that if the majority were summer born then they would be invited to start first in the Autumn Term for a few days and might not be ready to write with a need to focus on fine motor skills initially. Meeting with the Nursery teacher might provide useful information about those children who have not caught up during the year.

PH asked if there were opportunities to use the woodland to which the School has access – this will be used next term when the children will be learning about insects and plants. PH thought it was good that YR was involved in the development of the outside area.

A handwritten signature in black ink, appearing to be 'YR', located at the end of the third paragraph.



**St Michael's CE Infant School Mickleham – discussion of Headteacher's report for the Spring Term 2016 (21<sup>st</sup> March 2016)**

**1. What progress has been made with St Martin and the proposed teacher exchanges Y2/Y3?**

- Discussion about moving on of individual plus transition book (photos of classroom and teachers). SENCO support;
- Activities and expeditions undertaken; external volunteers assist with reading on a rota basis;
- Wednesday 20th April – KS1 Leader from St Martin's to visit St Michael's
- Monday 18th April moderation of writing
- 14th July – St Michael's Year
- 2 teacher to visit St Martin's
- Tuesday 14th June Jane Gorecka (Headteacher at St Martin's to do an assembly at St Michael's

**2. What will be the arrangements for families who cannot afford new school uniform now we have ordering online?**

Email sent (March 2016) parents of Pupil Premium/Forever 6 offering help to purchase uniform or help with ordering and with clubs. MP advised that online costs are a little cheaper though there is a delivery charge.

**3. Did the two instances have the potential to be classed as bullying**

JS: The previous incident was in December and the later one in February. Both incidents involved the same children. There is a grey area between unkind behaviour and bullying. There were 2 occasions where it was considered to have been done purpose but in the timeframe of 3 months.

All parents have been approached and are working with the school to monitor the situation.

The School Council have helped to developed a child friendly anti-bullying policy which will be shared and discussed at the start of next term.

**4. Is there no reading support provided in Y2? If so, why not?**

PH suggested that volunteer support is no longer needed as as those children can now read independently and in any case support has to be consistent and regular.

JS: There has been extra Learning Support Assistant (LSA) support for phonics/guided reading in Year 2 since September 2015 from 9.30 until 10am.

**5. What will the Emergency Day for school involve?**

JS: It is more a Keeping Safe day for children – e-safety, road safety, fire safety, first aid, safety in the home, safety around animals. It does not relate to the Emergency plan. PH pointed out that there have been anecdotal instances in the press where children have proved crucial in incidents.

**6. What are the 7 steps in the assessment model now being used?**

There is on-going assessment against the 7 step Babcock document in reading, writing and maths. Staff highlight and date each strand when it has been met. This is recorded in a grid in children's books for writing and maths and in an assessment folder for reading.

Some evidence of meeting criteria for 'Developing Towards'	Often meeting criteria for 'Developing Towards'	Securely - meeting criteria for 'Developing Towards'	Some evidence of meeting end of Year criteria	Evidence shows often meeting end of Year criteria	Securely meeting end of Year criteria	Meeting criteria for 'surpassing'
--	---	--	---	---	---------------------------------------	-----------------------------------

**7. Which schools have been involved in joint moderation?**

JS: Scott Broadwood, Newdigate (writing and maths)  
Year 2 moderation with other schools in Surrey (22.3.16)

**8. What has been the impact on learning following LSA meetings? –**

JS: Concerns about children can be disseminated and their observations noted (safeguarding/children in need section of the staff meeting); Practice has been improved e.g. LSAs have a better idea of how to support writing; LSAs feel that they have an input to practice e.g. suggestions for improving phonics; Opportunity to share ethos and good practice

PH suggested that teachers are working across classes sharing expertise and JS confirmed with examples.

### **9. Book Scrutiny as evidence**

TA noted that Book Scrutiny was not mentioned in the report and suggested that this demonstrated pupil progress and teacher leadership. He had observed, whilst monitoring maths, that there had been mature dialogue between teachers and children including a chart at the beginning of each book with criteria.

TMB asked if the criteria are included in a similar way for Reading and Writing

JS: there are similar arrangements in place for each child which are maintained and the scheme is being continuously refined.

### **10. When is science going to be planned and and how will this be assessed?**

JS: It is work in progress with scope for fine tuning. We are using a set of 'I can' statements which St Martin's have used. Children are being assessed as either working toward, at End of Year (EOY) expectations or working at greater depth

### **11. Measuring using Milestones**

TMB asked about use of Chris Quigley approach to milestones for different subjects – JS advised that it is gradually being introduced.

### **12. Changes to KS1 procedures - what are they?**

JS: Spelling, Punctuation and Grammar (SPAG) tests. PH asked how children will be managing the tests as they will be quite busy.

JS: outlined the programme of tests - the introduction of a SPAG test and a spelling test with a different testing format; 2 reading papers which all children take; A mental maths and a reasoning paper; Writing through teacher assessment only. There will be a week in May and steps will be taken to minimise anxiety amongst children (eg reading some of the papers). Some moderation with local schools for Maths, Writing, EYFS

### **13. Will the results predicted in this report match the targets set for the year in the SDIP (as discussed in HT review meeting earlier in the day) and what actions are being taken to improve?**

PH reminded the Governors of the need to make sure we all understand the % value of one child in a small school.

JS: Recent phonics moderation suggests that there will be significant improvements. The staff are focussing particularly on Yr1 as other the other year groups are predicted to make expected progress. In EYFS not so many children are so far above targets in maths, perhaps as a result of the maths strand being so wide, and there are steps in hand to address this. TA asked if the focus on writing may impact on maths – JS agreed though staff are aware of this potential problem. TA suggested that method of measurement gives an early indication of where there are problems rather than waiting till the end of the year.

### **14. There is some discrepancy between the Year One and Two results, what are your thoughts on this? What strategies are you proposing for the current Year 1?**

JS: Our assessment is not perfect. This is the first year we have assessed against the Babcock criteria so there will need to be some tweaking with grading where children are.

Overall attainment is lower in Year 1. Since January there is targeted LSA support for English and Maths in year 2 between 10am and 11.30am. The impact of this extra support is being monitored.

### **15. Please could we have examples of 'adult risk factors'?**

JS: Where there is less room for control by adults e.g. paint mixing by the children, making their own playdough

