

# The Calcot Schools

## Minutes of the Full Governors Meeting

### Held on Monday 5 February 2018 at 6pm

**Present:**

Julia Kidd (JK)  
 Kath Howard (KH)  
 Katie Dean (KD)  
 Mary Needham (MN) (arrived late)  
 Nicky Bate (NB)  
 Andrew Marsh (AM)  
 Anna Peploe (AP)  
 Joseph Lally (JL)

**In Attendance:**

Alice Elliott (Clerk) (AE)

Agenda Item		Actions
<b>18.3.34</b>	<p><b>Apologies for absence and completion of attendance sheet</b></p> <p>Apologies from Tanya Campbell (TC), Florence Rostron (FR), Paul Bellanti (PB) and Samir Mahmutovic (SM).</p>	
<b>18.3.35</b>	<p><b>Presentation by Fran Buck, Literacy Coordinator, on Literacy standards across the school, particularly for KS1</b></p> <p><u>Reading</u></p> <p>This area has significantly changed recently due to whole class reading sessions of age appropriate high quality text, and new books of fiction, non-fiction and poetry have been purchased.</p> <p>Previously dividing classes into small groups according to reading level meant children were not accessing challenging enough texts. Children now work alongside more able readers to benefit from peers.</p> <p>Teachers read to children and children are encouraged to read aloud. Year 1 still have guided reading in small groups. Year 6 link their literacy writing to guided reading texts.</p> <p>KPMG volunteers listen to the children read once a week. <b>AP suggested contacting Reading University for reading volunteers from the teacher training course, and JL (trustee of the ABC To Read scheme) suggested the school could look into buying into this.</b></p> <p>More progress is needed with interventions. This is phonics based, deciphering tricky words with targeted practice and comprehension. The data collected from this shows pupil accelerated progress.</p>	

'Rising Stars' PIRA testing is used to assess reading ages, teacher assessment is obtained through guided reading sessions and also through the Salford system which aims to increase each child's reading age by 3 points a term.

### Writing

This is showing improvement throughout the year groups. Children are now writing every day accessing a wide range of genres, eg short descriptions or answering comprehensive questions or writing a different ending to a chapter, to give them access to a wide range of genres. There is more writing in the foundation subjects, particularly for Years 5 & 6 and KS1.

Books are marked twice a week to provide actionable achievements and to further develop consistency. In KS1, Year 2 use peer assessment to gain ideas from others. Teachers work with other schools for ideas to moderate their assessments, and to check on the quality of marking and how it impacts or provides value.

Assessment is done through use of grids. This requires three pieces of evidence to show the child has achieved their objective before they are allowed to move on. Year groups are moderated to ensure consistency, and staff meetings are held once a term to guide on secure level status.

Both schools are developing upon stamina and developing longer periods of writing. This is to sustain better quality and a positive attitude to writing.

**JK asked if there was any writing in Numeracy.** Yes, in Year 2 for their times tables.

**AM asked about typing rather than writing to get children familiar with a keyword.** It is important that children should be prepared for keyboard use.

**AP asked about specific needs in writing.** The children work in groups and use a whiteboard to help retain their ideas. They use sound-buttons to record their ideas before they put them into sentences.

### Phonics

Last year showed a decrease in the number of children passing; improvements have been put in place to create more robust methods of assessing each child's level to improve the whole class. Those that will have to re-sit this year in Y2 are showing good progress. Phonics is taught in daily 15 minute sessions by competent TAs, and retraining is done in staff meetings.

Year 2 have a spelling programme but no longer have spelling tests, because it was found they couldn't apply the words when taken out of a rehearsed scenario. Instead they have extra phonic sessions and children are now sent home with a reading book instead.

### Spelling

Year 2 practice no-nonsense spelling, staff meetings are used to develop delivery to prevent 'dry lessons'. Homework is set to practice sets of words and practice putting them into a sentence. Quality marking makes the children think about their spelling and writing. GAPS (replacing SPAG) from 'Rising Stars' is used to assess each child's spelling age.

	<p><u>Moving forward</u></p> <p>A more robust system for tracking children and finding out where the gaps are is in place. Parents' evenings provide examples to take home and practice.</p> <p>OfSTED recommended reading needs more scrutiny and improvements in Year 2. The meeting discussed ideas for increasing numbers of volunteers such as reading and writing clubs and recruiting KS2 children to read to KS1 children might be an idea worth exploring.</p> <p><b>JK asked whether the local secondary school has a scheme of 6<sup>th</sup> form volunteering.</b> MN said this wasn't well received in sixth form level, as the students show no interest or reliability.</p> <p><b>AP suggested taking the children out to read with old people in sheltered housing.</b></p> <p><b>KD suggested getting businesses to support volunteers an hour a week during their lunchtimes.</b></p> <p><b>JK said it was good OfSTED recognised that the school's strategies are going in the right direction.</b> She thanked Fran Buck for a very comprehensive report.</p> <p>The school pays a subscription to Phonics Play and other applications. There is one intervention to accelerate reading and writing found in iPads, however the school only has 12 iPads to use. <b>AP suggested getting an Amazon community grant scheme to get more iPads.</b></p>	
18.3.36	<p><b>Approve appointment of following Coopted Governors:</b></p> <ul style="list-style-type: none"> <li>• Anna Peploe</li> <li>• Joseph Lally</li> </ul> <p>AP and JL briefly left the meeting. KH and JK reported on individual interviews and felt they would be an asset to the governing body. The meeting unanimously agreed these appointments and welcomed AP and JL back to the meeting..</p>	
18.3.37	<p><b>Declarations of conflict of interest - None.</b></p>	
18.3.38	<p><b>Matters to be raised under Any Other Business</b></p> <ul style="list-style-type: none"> <li>• Parking in the garage</li> <li>• GDPR training</li> <li>• Changes of hours for TAs regarding flexible or permanent contracts.</li> </ul>	
18.3.39	<p><b>Minutes of previous meeting held on 27 November 2017</b></p> <p>The minutes were agreed and signed by JK. She thanked all the staff for a 'good' OfSTED result in both schools and thanked the SLT for organising the Success Breakfast on behalf of the governing body.</p>	
18.3.40	<p><b>Matters arising from previous minutes (if not an agenda item)</b></p> <p>None.</p>	

<p><b>18.3.41</b></p>	<p><b>Headteacher's Report – Verbal</b> (delivered by NB in FR's absence).</p> <p><u>Recommendations from both OfSTED Inspections</u></p> <p>These have been pulled together to focus on the priority areas and next steps for development. One suggestion was that the SDP should be more concise and focussed with the inclusion of timescales. NB reported that the SLT has been working on this and circulated an initial draft of the SDP overview plus examples of individual action plans. Governors welcomed this.</p> <p><u>Data Dashboard</u></p> <p>Main points:</p> <ul style="list-style-type: none"> <li>• Middle leaders are already having an impact, and will continue to receive training before performance management sessions;</li> <li>• A better understanding is needed of lower priority attainers, particularly for KS1 data.</li> <li>• More focus is needed for KS1 attendance.</li> <li>• Overall SEND groups are making good progress. Charts are broken down by gender; PPG needs to focus more on gender gaps, particularly for Year 5 girls in Maths. Year 1 SEN shows a major issue in reading, writing and maths, however PP children are not affected as much.</li> </ul> <p><b>AP asked for the actual numbers as well as percentages.</b> This will be delivered by the Inclusion Manager at the next FGB meeting.</p> <p>The Inclusion team holds individual meetings with parents to see what support is being given outside of school and how parents can become more involved with their child's learning.</p> <p><b>JL asked if the school uses `contracts' with the parents to facilitate this.</b> Signed agreements are presented at the beginning of the year.</p> <p><b>JL asked about capturing data about SEND and PPG on individual children.</b> <b>AP asked if all the teachers see this data.</b> Not yet, but all teachers get to see the data eventually.</p> <p><b>JK recommended the SLT meet in the summer to put the SDP into place,</b> to break down the attainment targets and include a governors' actions column.</p> <p><u>Staffing</u></p> <p><b>JK asked how the changes in TA hours is being accepted.</b> NB reported staff are nervous or anxious about what will happen. Some TAs have already left, some have yet to make decisions if they want to stay on. The last staff meeting focused on the impact on teachers and day to day management which teaching staff may have to oversee.</p> <p><u>Changes of hours for TAs regarding flexible or permanent contracts (AOB item)</u></p> <p>NB drew governors attention to areas of need where appointments may need to be made despite the reduction of TA hours:</p> <p><i>(JL declared an interest due to family connections and left the room)</i></p>	<p>EK, AE</p> <p>JK</p>
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	<ul style="list-style-type: none"> <li>• Two lunchtime staff are required. Seven members of staff have applied for the hours, the school proposes to split the 20 hours across lunchtime, governors agreed these will be permanent hours;</li> <li>• TA reduction of hours and staff leaving has impacted on personnel support on the gates in the mornings which has a safeguarding implication;</li> <li>• The nursery requires an extra TA in the mornings as there are two children with severe learning needs and there is no vulnerable funding available from WBC. Parents have expressed concern at the lack of support;</li> </ul> <p>Governors agreed the 13 hours required for the gate and the nursery should be a temporary contract.</p> <p><i>(JL returned)</i></p> <p><u>Update on appointment of Promotions Officer</u></p> <p><b>JK asked for an update on the Promotions Officer.</b> This has not yet been recruited. A press release about OfSTED was sent to the local newspaper who chose to use an alternative photograph from their library rather than the one the school had supplied. This was disappointing, however all recognised that the press is at liberty to do this.</p> <p><b>JK emphasised the importance of this role in increasing the numbers of pupils in the school.</b> This would improve the budget and allow the school greater flexibility on employing staff. Governors discussed that there is still negative perception of the school within the local community despite major improvements, it is important to know what the parental issues are when they hear 'Calcot School'. NB commented that the school is taking many steps to try to address this.</p> <p><b>AP suggested creating a film clip to get more positive attention,</b> This could show children in class and feedback from teachers and parents. This could be promoted via social media and on the website.</p> <p><b>MN was sceptical about social media only promoting the worst and not the best.</b> There was a discussion regarding the community giving the wrong impression and people should be encouraged to visit the school to see what it's really like. Perhaps a Facebook Page should be created to house the video. However concerns were raised about moderating bad comments, as found on the Calcot Gossip Girls' Facebook page.</p> <p><b>JL said more anecdotes are needed from existing parents and grandparents</b> reporting how the children love coming to school. They could develop a sense of pride from children, teachers, staff and parents. Open days are a powerful opportunity to get pupil presentations and talking to parents, perhaps even getting video testimonials.</p> <p><u>Update on Apprenticeship Levy</u></p> <p>Eight TAs are signing up to a TA NVQ Level 3 qualification which will be done in-house. However KD will still write to Alok Sharma.</p>	
18.3.42	<p><b>School Development Plan</b></p> <p>Points from the Literacy presentation will be added to the SDP. There is a need for</p>	

	<p>a Maths and a Teaching &amp; Learning rep, however good progress has been made and all the actions completed. The investment in science is not now happening.</p>	
18.3.43	<p><b>Review of Governors' strategic plan to support SDP</b></p> <p><u>Governor Visits</u></p> <p>KH has completed a curriculum learning walk and heard the Year 6 children read.</p> <p><u>Governor presence at parent/teacher evenings</u></p> <p>It is important the same people don't always attend. AP volunteered, and offered to film any feedback. Target questions are needed for what the parents should say in the video.</p> <p><b>JL asked about a governor forum.</b> There is a parent forum with a governor present with varied success. JL suggested promoting VIP (Views and Information for Parents) around a specific subject. This is a good way of gaining parental suggestions about how to promote the school.</p> <p><b>AP asked how many children have siblings in the Nursery.</b> FR has that data. The Nursery has an intake of 44 out of 54 spaces.</p> <p><b>KD suggested holding a promotional table at the Savacentre on a Saturday.</b></p> <p><b>JL suggested communicating through an LED board using positive comments</b> and placing it outside on the road to attract attention.</p> <p>JK felt that progress was being made, she envisages that the Governors' Plan will eventually be incorporated in to the school's overall SDP.</p>	
18.3.44	<p><b>Safeguarding Update</b></p> <p>MN reported that CP cases are the lowest for a long while. There are no LAC children. MN will meet with Emma Kirkby this term.</p> <p>There will be staff training on Safeguarding, focusing on domestic abuse. MN reported that her Level 2 has expired. She is not technically a member of staff but works closely with the school in her role as FSW. Governors agreed that the school will support her re-training as it is valuable for staff and governors. MN will liaise with EK.</p>	
18.3.45	<p><b>Committee Reports</b></p> <p><b><u>Personnel (4 December)</u></b></p> <p>HTPM review is complete. There were discussions on TA reductions , several policies were reviewed.</p> <p>KD will write to Alok Sharma MP about the Apprenticeship Levy. The probationary periods for new staff no longer needs a policy.</p> <p><b><u>Pay (27 November)</u></b></p> <p>JK reported that the Pay Policy is being revised to be more in line with WBC's current model policy to give greater clarity on leadership pay scales.</p>	

	<p><b><u>Curriculum (17 January)</u></b></p> <p>A learning walk looked at behaviour, which was very good as it matched with how engaged the children were at learning. The next meeting will focus on work scrutiny and unification across the curriculum.</p> <p><b><u>Finance</u></b></p> <p>This was cancelled due to benchmarking data not being available from the DfE. The budget is expected to have a carry-forward of £70k, which should allow the school set a balanced budget this year. However, forecasts show the school moving into deficit in future years.</p>	
18.3.46	<p><b>Policy Approval</b></p> <p>Governors ratified the policies presented.</p> <p><u>Physical Invention and Restraint</u> needs to be personalised to the school.</p> <p><u>Accessibility Plan</u> states the school is not accessible for disabilities. However, this statement needs to be more than just physical needs, it needs to cover the whole of SEND. JK will investigate this further.</p> <p><u>Governors Visits Table</u></p> <p>This is not needed as now contained within the Governors' SDP support document.</p> <p>A copy of the SEND and Governors Visits policies should be sent to AP and JL.</p> <p><b>AP asked for a plan of the Governors' review of SEND, feedback from the SENCo and for PPG and details of statemented children.</b> NB explained how SEND children are integrated into the curriculum with support, mostly 1:1 school support. EHC applications are not accepted. AP and JL were invited to meet with Emma Kirkby, and MN will make the initial contact arrangements.</p>	<p>AE</p> <p>JK</p> <p>AE</p> <p>AP, JL, MN, EK</p>
18.3.47	<p><b>Preparing for the General Data Protection Regulation (GDPR)</b></p> <p>JK commented that the next Leadership Forum agenda covers this subject, she confirmed she will attend the training at Churchend alongside key office staff.</p>	
18.3.48	<p><b>Any Other Business</b></p> <p><u>Parking in the garage</u></p> <p>MN reported an incident at the BP garage from a local resident with a parent being physically intimidating and verbally aggressive. Parents are now parking at the pumps as well as in the parking bays MN spoke to the garage, who report this is getting out of control. MN reported back to the Police Forum and has requested they offer some supervision at 3pm.</p> <p>Governors expressed their disgust at this behaviour. Not only is it impacting on the school's reputation but also impacting on the garage's legitimate business. After discussion it was agreed that JK will liaise with NB to write a letter to parents. It was agreed this should be a separate letter to the newsletter.</p> <p><i>The meeting closed at 8.45pm.</i></p>	

	<b>ACTIONS</b>	
<b>18.3.41</b>	Data numbers as well as percentages to be delivered by the Inclusion Manager at the next FGB meeting. SLT should meet in the summer to put the SDP into place.	EK, AE  FR/Chairs
<b>18.3.45</b>	Personnel Committee – KD to write to Alok Sharma MP re Apprenticeship Levy Pay Committee – set meeting date to review school’s Pay Policy	KD JK/KD/FR
<b>18.3.46</b>	Physical Invention and Restraint Policy to be personalised to the school. JK to investigate Accessibility Plan including all disabilities. A copy of the SEND and Governors Visits policies to be sent to AP and JL. AP requested to see all SEND and PPG documentation. AP and JL to meet with EK, and MN to make initial contact for them.	AE JK AE AP, JL, MN, EK