

# The Calcot Schools

## Minutes of the Full Governors Meeting

### Held on Tuesday 4 December 2018 at 6pm

**Present:**

Julia Kidd (JK)  
 Kath Howard (KH)  
 Florence Rostron (Headteacher) (FR)  
 Joe Lally (JL)  
 Nicky Bate (NB)  
 Mary Needham (MN)  
 Katie Dean (KD)  
 Anna Peploe (AP)  
 Carolyn Purchase (CP)  
 Nike Piper (NP)  
 Mark Hazelton (MH)

**In Attendance:**

Alice Elliott (Clerk) (AE)  
 Tim Kuhles (SIA)

Agenda Item		Actions
<b>19.2.19</b>	<p><b>Apologies for absence and completion of attendance sheet</b></p> <p>Apologies were received from Andrew Marsh (AM).            JK chaired the meeting.</p>	
<b>19.2.20</b>	<p><b>Declarations of conflict of interest</b></p> <p>None.</p>	
<b>19.2.22</b>	<p><b>School Development Plan – Tim Kuhles, SIA</b></p> <p>TK set the scene for his presentation:</p> <p><u>Timeline:</u> The appointment of an Inclusion Manager in September 2016 was a wise move. The Regional School Commissioner sent a letter to the school in October 2016 saying Calcot was a ‘coasting school’, and by January 2017 this had been resolved. In September 2017 the Leadership team structure was formed, another important move; the Infants were inspected in September 2017, Juniors in December 2017, both resulted in Calcot being judged a good school.</p> <p><u>Next steps:</u> Confidence, strategic leadership and accountability has changed, by being taken away from the Local Authorities and given to governing bodies.</p> <p>Holding executive leaders to account has changed in the last 12 months, as well as financial performance.</p> <p>Governance is not in a vacuum or time-warp. It is a dynamic function influenced by accountability made real by inspection and sharing data.</p>	

OfSTED focus changed in January 2018 and is now more on assessment and effective leadership. It focuses on Safeguarding and less to performance management. The new Inspection Framework is more towards book scrutiny and less about lesson observation, Ofsted are focusing on a broader curriculum rather than SATs results.

Governors receive data from the Headteacher which gives a critical insight into the school's performance and what has been achieved. The school's data should be compared with the national data.

Strengths: this is influenced by the data. At Calcot staff are committed and experienced which is recognised by the children and parents.

Barriers: the budget and the building.

Priorities: a focus on Writing and a drive for Reading, after a focus on Maths for the past four years. Reading has improved significantly. Writing has shown disappointing results with a drive forward to improve results.

OfSTED - Infants areas for improvement are sharper development planning, group work and an improvement in attendance of disadvantaged pupils.

OfSTED – Juniors areas for improvement are embedding the new middle leadership, and embedding the current strategy to improve teaching and learning and teaching to ensure consistency in meeting the children's needs.

Best practice: strategic direction that is influenced by national and local data. There is a sense of culture and ambition in school, understanding the strengths and areas that need improvement. Supporting the Headteacher by understanding the issues the school is facing, the impact of teaching and learning through assessment and progress by tracking pupils over time. This school has a high PP percentage in its year groups, so governors need to know how the PPG is being used and how the budget uses the SEN funding provision.

Governors need to challenge so they know what best practice looks like. How does the role of the Inclusion Manager affect this?

The priorities of the governing body should be on training, with the recent addition of new governors carry out a skills audit to see how governors fit into the SDP. This could be achieved through visits to school, sitting in lessons, looking at data and link this to discussion, see how the strategies impact on attainment.

Can the budget deliver a high-quality curriculum? Music provision is exemplary, and how the senior leadership team are happy to be challenged. How does the current committee structure enable governors to discuss the SDP? The investment in provision maps makes it easier for parental viewing, so how does the Inclusion Manager use this?

**JL said he was looking at how SEN was placed with the SLT.**

**JK expressed concern at accessing high quality professional development without Local Authority training.** JL said this was also a cost implication for the school. Can we draw upon other schools' expertise? JK said this made it a challenge to achieve outstanding in the next OfSTED Inspection. The budget challenges affect pupil numbers, so the idea is to attract more children. The SLT have a creative curriculum, in particular music, which could be Calcot's USP.

	<p><b>JL suggested emphasising the behaviour and politeness of the children.</b></p> <p>Because there is sometimes too much information in the SDP, Governors have asked for a strategic overview. FR can report on one area in detail once a term. Committees can focus on their areas within the SDP.</p> <p>JK will send the latest version of the SDP summary to governors via AE.</p> <p>JL asked for a glossary of terms.</p> <p>MH said his training had been cancelled, how can he access it? JL said his skills are transferrable.</p> <p>JK asked if Teacher Alliance could provide governor training. FR will speak to the Strategic Leadership group about this.</p>	<p>JK, AE AE  FR</p>
<p><b>19.2.21</b></p>	<p><b>Matters to be raised under AOB</b></p> <p><u>Register of Authorising Officers for the School</u></p> <p>FR informed that the SBM and long-term finance officer have resigned. JK asked if an exit interview is needed – FR felt no, the FO has resigned due to long term health issues, the SBM feels the responsibilities of the role really require full time commitment which she cannot fulfil. The school is adverting for a full-time replacement.</p> <p>KD noted the two SBMs have served a total of 31 years and both have given excellent commitment. The SBM role now needs to be more in line with the needs of the day to day management of the school.</p> <p><b>JL asked if the school has the money and resources to support the new SBM?</b> There will be a slight increase in costs, as the school will now have five days financial support, but more significant is the loss of 31 years of knowledge.</p> <p>There is also no caretaker at the moment due to health reasons, a casual caretaker has been appointed for January and February to take care of day to day tasks.</p> <p><b>MH asked if the school had a contingency plan.</b> Yes, HC and FR have been working on the budget to get it finished as close as possible. JK said the school always works with 3-year projections, which includes staffing and planning.</p> <p>With no further discussion the revised Register of Authorising Officers was approved.</p> <p><u>Approval list of people who drive children to venues</u></p> <p>These people have already been approved in earlier minutes. All have relevant business insurance and regulation car seats etc.</p>	
<p><b>19.2.23</b></p>	<p><b>Minutes of the previous meeting held on 5 October 2018</b></p> <p>These were approved by governors and signed as a correct record.</p>	
<p><b>19.2.24</b></p>	<p><b>Matters arising from previous minutes (if not an agenda item)</b></p> <p>19.1.3 Scheme of Delegation will be an agenda item for next FGB meeting.</p> <p>19.1.8 FR still to set up the SEN strategic meeting with JL.</p>	<p>AE FR</p>

	<p>19.1.8 Home School Agreement still to be completed.</p> <p>19.1.15 Child Protection Quiz has yet to be sent to governors by EK.</p> <p>19.1.15 All governors except NP have completed Safeguarding training.</p>	<p>FR</p> <p>FR, EK</p>
19.2.25	<p><b>Permission from Governors to use data (GDPR)</b></p> <p>There was a discussion which kind of data could be circulated to all governors. They decided upon name, email and telephone numbers. NP will create a proposal for data delivery.</p>	AE, NP
19.2.26	<p><b>Headteacher's Report</b></p> <p><u>Target Data</u></p> <p>Every child has been set individual targets. Teachers will meet to establish that targets are realistic with intervention and support. Data will be collected at the end of each long term to be discussed in Pupil Progress meetings.</p> <p>FR explained the data statistic sheets.</p> <p><b>AP asked how quickly could intervention be put in place.</b> The same day, as teachers are constantly assessing, they can identify and reteach instantly. FR reviews whether PPG children are getting the intervention they need.</p> <p><b>AP said it was useful for parents to know immediately about this intervention. JL asked about opportunities for TAs to provide this intervention.</b> Could they feed information to other teachers who know the children better? All children are discussed at weekly meetings, which includes seeking support from previous teachers.</p> <p>FR explained about age-related expectations (ARE) with combined Writing, Reading and Maths comparable data nationally. The children's performance is tracked each term in relation to their targets. All teaching staff know who the priority children are and parents also will know their children's levels.</p> <p>Both CP and JL requested documents that explained this better.</p> <p><b>AP asked if the Reading age replaced the 6-step provision.</b> This is used together with PIRA tests and external standardised tests, and the children are assessed whether they are correctly targeted.</p> <p><b>JL asked if the children have a formal vocabulary test.</b> Each teacher checks with high frequency lists, such as used for phonics. More attempts are made to hear 'behind' readers more regularly. Non-verbal reading is done too, to identify children who are out-performing and eligible for grammar school.</p> <p><b>NP asked if it was possible to track the same children over time.</b> The school's population is too mobile, so it's not possible to have the same children all the way through school. JK said the SLT need to keep track on this. <b>JL asked whether the key data is tracked to the present day.</b> This data is available until the end of term. <b>NP asked does the data show whether the children's objectives were met?</b> It shows which children have made progress. <b>NP asked about tracking cohorts of groups, such as PPG and SEN.</b> There is an end of year analysis. FR will send NP last year's data.</p>	<p>FR, CP, JL</p> <p>FR, NP</p>

Staffing

A Reception Teacher has resigned, this will have a positive financial impact as the school will operate 2 classes instead of 3, however if another child joins this will take pupil nos. over 60 and the school will need to review this. There is an additional member of staff available, plus TA support for the high-need cohort. FR has informed the parents.

The Open Morning revealed children with lots of additional needs. **CP asked which are our nearest competitor schools.** Birch Copse, Springfield, Kennet Valley and St Paul's.

**AP asked about the new housing development.**, the proposed new development will share a catchment area between Calcot and Springfield. JK highlighted that following a recent meeting with the LA to discuss predicted birth rates and future pupil numbers, the development isn't even in the planning stage, so realistically it will be at least 5 years before we see any pupils from this. The birth rate is falling in all catchment areas with majority of schools predicted to have a lower intake in the future. Currently approx. 67% of catchment children come to Calcot, this viewpoint is supported through the recent KS1 questionnaire. We will all be trying to attract the same pupils so it is important that we focus on promoting ourselves as we cannot control parental preference.

FR said WBC were looking to carrying out a feasibility study to either improve and modify or rebuild the school as a 2-form entry. Small classes benefit the PPG children. There is also a need for withdrawal and outdoor learning spaces to cover inclusive needs. JL asked a potential parent whether they were influenced by the current fabric of the school, and the answer was no. NB added that questionnaires to find out why parents didn't choose the Nursery showed they didn't like the outdoor area and that the Nursery didn't offer full days. The Nursery is still not full for next September.

It was agreed governors would set up a working party to firstly agree what are the school's priorities and then to work alongside the LA in preparing the feasibility study. Governors were asked to think about whether they would like to be part of this working party. **Agenda item for FGB in February.**

Pupil Attendance

Children are motivated to win the attendance cup. Junior attendance is 97.3%, which is very good. FR does not approve any absence if the child's attendance is below 95%. There are some persistent absentees which the EWO is looking into.

**NP asked how the school encourages attendance.** Office staff are very proactive and know all the late-comers and provide incentives which has made a big difference. Absent families are contacted or visited if they are nearby. Families do confide in their difficulties.

**CP asked if the school fines families if they are absent without permission.** No, it's not conducive towards building parental relationships and the EWO approaches and follows through the most persistent absentees. If attendance drops below 90% it could be deemed as a Safeguarding issue and the EWO will make referrals.

AE

<p><b>19.2.27</b></p>	<p><b>Improving pupil numbers in Early Years</b></p> <p>AP reported on the work of the Marketing Group. There have been several meetings to communicate the selling point of the school, especially the curriculum and the emotional wellbeing. Press releases are being used to highlight the activities of the school. The choir performed at the Hexagon without any cost implications, but other events incur costs and have time constraints on staff. Leaflets and posters have been printed which will be distributed this term as parents will be making school choices in January.</p> <p><i>(MN left)</i></p> <p>Governors reviewed the results of the KS1 questionnaire from the autumn term parent/teacher meetings. One of the aims of the questionnaire was to see where best to target effort, i.e. do prospective parents use prospectus' or websites, what marketing material is more effective. The questionnaires were overwhelmingly positive about the school, in particular the Forest Schools initiative. It showed the majority of parents chose the school as it was their local school or had family connections, demonstrating that the school is seen as a local community amenity. Communication was mentioned by a small no. of parents. The website is important as it is a source of information for parents. Other reasons other than attending Nursery are communication issues. <b>JK asked if there was a way of tracking how many hits the website has.</b></p> <p>FR asked whether governors would like Calcot to become part of the parliamentary review. There is a cost implementation of £3k, but this reaches far and wide and goes to many different teaching establishments. Governors questioned whether this was the best use of £3K, was there a possibility of sponsorship?</p> <p>KH asked if this carried clout that people recognised. It could be put onto the website and brochures. FR asked for an email response to get a decision. <b>MH suggested direct mailing to promote the school above the others.</b> Sponsors could be used in the marketing.</p>	<p>FR, JK</p>
<p><b>19.2.28</b></p>	<p><b>Committee Reports</b></p> <p>The minutes had been previously circulated, there were no questions or comments. JK apologised that some governors hadn't been notified about the change of date for the Personnel Committee meeting held on 5 November 2018. This was brought forward due to the requirement for submission of pay information to WBC.</p> <p>JK reported that the Pay Committee met on the 23 October 2018 to review and approve the school's Pay Policy for 2018/19 and to consider the proposed percentage increments to teacher's pay as recommended by the STPCD 2018. The percentage increments were being partly funded by government, the difference would be approximately £4K. The Pay Committee agreed the percentage increments. The Pay Committee also met just prior to this FGB to review the outcome of the Headteachers Performance review.</p> <p><u>Committee Allocation for new governors</u></p> <p>After discussion the following was agreed:</p> <ul style="list-style-type: none"> <li>• CP will join the Curriculum Committee with a focus on outdoor learning.</li> </ul>	

	<ul style="list-style-type: none"> <li>MH will join Finance, Health, Safety and Sites Committee – he has agreed to take on the responsibility of H&amp;S Governor.</li> <li>NP will go to Curriculum Committee as the ICT link and will attend the Finance Committee with a view to deciding whether to become a member.</li> <li>AP is interested in but cannot attend the Curriculum Committee due to work constraints. She will continue to lead the Marketing Strategy Group.</li> </ul>	
<b>19.2.29</b>	<p><b>Safeguarding Update</b></p> <p>Governors reviewed the annual self-assessment document which is now carried out and submitted online. Areas highlighted are the need for an Intimate Care Policy and Safeguarding training for a few staff and governors. FR commented that training can be carried out on line, she will also be holding a face to face training session in January and will send this date to governors. She will also send a new Intimate Care Policy to AE for circulation.</p>	FR FR
<b>19.2.30</b>	<p><b>Any Other Business</b></p> <p><u>Fire Safety Issue</u></p> <p>MH reported that following his review of the Fire Risk Assessment he found there are some outstanding issues on the part of West Berks. He subsequently met with WBC and highlighted the need for a timed plan to follow through with his suggestions. There is a challenge to the number of children allowed in the school hall, so a fire drill will be done from the hall for record keeping purposes.</p> <p><u>Date of Next Meeting</u></p> <p>Monday 4 February at 6pm</p> <p>AE to update the Governor Hub calendar.</p> <p><i>The meeting closed at 9.10pm.</i></p>	FR  AE
	<b>ACTIONS</b>	
<b>19.2.22</b>	<p>JK to send the latest version of the SDP summary to governors via AE.</p> <p>AE to send JL a glossary of terms.</p> <p>FR will speak to the Strategic Leadership group about Teacher Alliance providing governor training.</p>	JK, AE AE FR
<b>19.2.24</b>	<p>Scheme of Delegation to be moved to the next FGB meeting.</p> <p>FR to set up the SEN strategic meeting with JL.</p> <p>Home School Agreement to be completed.</p> <p>Child Protection Quiz to be sent to governors.</p>	AE FR, JL FR EK
<b>19.2.25</b>	NP to create a proposal for data delivery.	NP
<b>19.2.26</b>	<p>CP and JL requested documents from FR about ARE.</p> <p>FR to send NP last year's data about objectives begin met.</p>	FR FR

	Establishing a working party to work with LA on feasibility study – agenda item for February’s FGB.	AE
<b>19.2.27</b>	FR to send JK website visitor stats.	FR
<b>19.2.29</b>	FR to send NP link for Safeguarding training. FR to send the new Intimate Care Policy to AE.	FR FR
<b>19.2.30</b>	A fire drill to be carried out from the hall. AE to update the Governor Hub calendar.	FR AE