

## Meeting of the Ashlands and Misterton Federation Governing Body

Minutes of the Governing Body held on Tuesday 17th January 2017 at  
Misterton C of E First School (GB3)

In attendance: Richard Barratt (RB), Andy North (AN), Ellie Kading (EK), Liz Clemow (EC) arrived at 5.27pm, Anthony Mulligan (AM), Jonathan Morris (JM), Nicola Ball (NB)

Also in attendance: Richard Coath, Senior Teacher & Literacy Lead(RC), Mel Hooper, Class Teacher & Maths Lead (MH)

Diana Hunt (DH) Clerk

No.	Procedural Matters	Action
1	<b>Apologies</b> received and accepted from Adam Pilton & Jonathon Morris	
2	<b>Declaration of interests</b> – None declared.	
3	<p><b>Monitoring SDP</b> - Priority 1 and 2 presented by RC &amp; MH.</p> <p>RC hands out two documents to the governors. Priority 1 and 2 are Literacy based ones. Referring to hand outs, RC reads through the documents. Priority one is based on teaching, learning in phonics and spelling and Priority two is about reading and developing reading further.</p> <p><b>Priority 1</b> – aim to have a 50% increase in the children who are developing / below age related expectation and bring them up to age related expectation (ARE). The idea that no child would not be working at ARE. We are been working with CISP to prevent children working below ARE in spelling. CISP has put in a bid all around spelling and developing spelling and phonic awareness. We have been working on this since September to ensure no child is working below ARE in spelling. The formal bid was created in November and put in. Ashlands is part of the spelling bid on paper, but both schools in the federation will benefit. CISP are working towards common framework and common delivery methods and consistency in phonics and spelling. The second element is the introduction of non levels last year and raised issues and looking to boost are age related expectations through peer support groups. Working well in the federation to ensure things are being developed. More peer observations across the partnership. We had a CISP inset led by Ann Harvey a consultant in literacy. All members of staff across CISP felt refocused and how they could make a difference both from the teachers and the TA's. Took on board all ideas from other skilled people. A lot of expertise as a special needs point of view and good practice. CISP literacy meetings are happening termly too and its also part of our moderation. Peer observations timetabled for this term. The CISP literacy group is now split into two parts, a progression group providing resources and another group setting up a spelling bee champions across the CISP. These meetings will be productive and produce results.</p> <p>We have been looking at data for phonics and spelling, it is ongoing and providing data for the bid. We are following the children which have been targeted for the bid. To ensure consistency of approach we have refocused the staff and based it on the Somerset literacy network. RC explained to the GB about the assessment of phonics.</p> <p>AM: Have we got the funding yet?</p> <p>NB: The funding all comes into a central pot for the CISP bid schools and it's</p>	

already been allocated. Everything RC is doing we don't have to spend out on and we all had to match fund the bid in the beginning. The inset day has been paid from this pot and does not coming from the schools budget.

RB: Have we got any tangible data from it yet? Is it having the impact you wanted? Is it improving phonics overall?

RC: Not specifically any tangible data yet, but we have a consistent approach in the phonics teaching and we know exactly where each child is.

NB: Tangible data is in place with the children that are targeted in the CISP and are being tracked, moderated and the other 50% are being moderated through their books. We still have a plethora of children who are working below ARE but apart from a couple of children the teachers are confident they are going to get them to ARE.

AM: Are those the benchmarks of what we are meant to achieve now or at the end of the year? For example Ashlands are 74% and the national average is 81%?

RC: That's the year 1 phonics test.

NB: That's the expectation for the end of the year.

NB: we are expected to get to 81% national average by the end of the year at Ashlands. We are going to be just 1% below at Misterton which they are working on and 6% low at Ashlands. The 74% already includes at Ashlands 4 children who are being highly supported but the teachers are working towards it.

The idea that the improvement in phonics will transfer these skills into their writing and other learning.

RC: We are still working on the reading and spelling policy. In the process of setting up parent workshops. Rebecca Williams has experience of these at her previous setting and is working on.

## **Priority 2**

Developing reading – change in guided reading reported before. Re-launched this year as quite a lot of new staff at both schools with the new format. It has had to be reinforced and talked about a lot as it was unknown to them. We have got a bank of resources which we are working on making available on the UDrive and made accessible to everyone across both schools and hard copies at both schools.

Continued observations and using data at pupil progress meetings.

AM: When is the new reading policy going to be done?

RC: Summer term.

RB: Have you got any timescales in place?

RC: Some are for Spring Term A and some for Spring Term B.

RB: How is it assessed...classroom monitor?

NB: On going,monitored through the CISP and highly moderated. The rest of the data is monitored by the Senior Leadership Team, pupil progress meetings and we track that and it highlights vulnerable groups which we will then target at the beginning of the next term. The majority of the whole school data, that is done in house and is done across both schools as a SLT. The CISP bid it is the identified children and that is done at CISP and the SEP. The SEP will look at three children to make sure they are on track.

## **Priority 3 – Maths presented by Mel Hooper**

Starting in school as this is where we see the biggest impact with the planning and the teaching in maths. Since September we have been using

the 'white rose hub plans'. I wanted to launch this due to the number of new staff across both schools. I wanted us to have a consistent start and common approach. This is coming through within the CISP meetings.

AM: Please can you explain what 'white rose hub plan' is?

White rose hub – across the country there are lots of maths hubs, some are Government funded. It is based in Halifax, they produce plans for maths across the curriculum in KS1 and KS2 & KS3. Any school can access them now and test them through mathstopia, an adviser service as a school we buy into. They are very comprehensive planning documents and good at ensuring we give all the children the greater depth opportunities, the reasoning and problem solving. To enable us to guarantee our children are ARE or above. I have introduced new assessment documents which go in the back of the books and they are based on the curriculum objectives. We can then assess against them.

We've introduced tracking documents for mental maths and they have the skills on there and objectives. These documents are then used for our guided group work on a daily basis and the steps to achieving those objectives. We can really see the progress they are making. We all had the opportunity to go on courses last term, reasoning and problem solving. They were fantastic courses and reminded us of how we could use the resources we have and put together in one central location and reminded teachers where they are. We had the opportunity to roll out 'Rucksac' a CISP initiative. It is basically to do with problem solving and the Rucksac is used from Reception to Year 13. There is a DVD which went with it, which we can use with the children and ideally we should now have these posters up in the classrooms for the children to see.

I am re-writing the Federation times table system, the old document was great but it didn't encourage the greater depth and the curriculum tells you which times tables you should be learning in each year group. This shouldn't be extended into the next year group; they should be going sideways with greater depth/challenges.

NB: Homework set in line with the test to support the weekly work the children are doing and expand on how the parents can help their children.

CISP- We have also put a bid through Misterton, the collaborative improvement bid, to raise data for specific children to go from ARE to greater depth, above ARE which is the aim for those particular children. We have a whole focus of things to do, the autumn term one are still a working progress, simply because this document was finalised until December. Most is done, just a couple of things to do but they are well on the way to be done. This term we need to organise a specialist maths week. Moderation of books is part of the data analysis as well. All taking part in the moderation of Maths books so we all know what a ARE child should look like. I am getting together with the teachers from Greenfylde and St Barts for moderation and checking we are consistent with our opinions within the CISP.

In terms of data at the moment we are on track for the CISP bid. Year 3 and 4 children are definitely on track. Year 2 children are getting there, it is the Misterton children targeted in this bid. Working closely with Alice Wines to make sure that it is achieved. The data is looking okay for our development plan, for the children to be on track for ARE to reach our 50%. Some cohorts have used overlearning to achieve. Invaluable tool.

NB: Same amounts of money at this bid too, there is a lot of work going in from the SLT level. Both of our bids have been used as good examples of

good practice. Yes a lot of work but is having an impact in the data we are pulling off it.

MH – CISP inset day on 10th Feb for Maths workshop.

AM: How confident can parents feel that children aren't going to suffer under current teaching practices to reach ARE?

MH: In terms of the ARE and achieving ARE, that has been coming through now for a couple of years. Even last year we were working towards this new curriculum. Those gaps will be there for little while yet, but they will get smaller. We are in the fortunate position that we are just 5 year groups, so we will be able to close those gaps quicker. We have tried to use the overlearning to keep those gaps closed to get those children to ARE as quickly as possible. As teachers we know what we are looking for and what we have to cover.

NB: We have leaders who are very focused.

Thank you Mel and Richard.

**Priority 5** – presented by NB

We've enjoyed this one and we are doing a lot of work across the two schools. Built in time table opportunities, autumn moderation across the CISP, a spring term one in place for Maths. Moderation between class is taking place. Early Years at Ashlands externally moderated and shared that knowledge to the moderation at Misterton. Maths and English moderating books across the federation and the CISP. Reviewed our revision of our policies in key areas and changes in place to develop and raise standards. We've reviewed the homework, behaviour and feedback policy. Classroom Monitor we left for a whole term, some teachers have been working from a twinkle document with an overview of the objectives. Classroom monitor is difficult for some of the teachers as it splits it down into areas to follow. We were waiting for a PDM meeting which happened yesterday, with a representative from Classroom Monitor. We looked at different opportunities. It was a three year contract; we have 2 years of the contract remaining. It was a case of do we continue with something we are not happy with as we've paid for it or do we look for something else. We have still logged data and we can access it so we haven't lost the opportunity but looking at it in a different way. Moving away from the bespoke and move to the national curriculum and key performance indicators. Developed understanding of how to draw data off it and it will bring up targets and where the children are. It felt more like a system you could take ownership of.

EK: Can it populate the old data onto the new system?

NB: No, however we don't lose the data from before but we can refer back. It will be used as a planning and assessment tool.

Provision calendar – good collaborative projects in the EY. After school clubs linked across the two schools, joints trips. Kilve presentation across the two schools. Working on parent expectation meetings this term for the Year 2s and next year we will aim to do at the beginning of the year for all Year groups.

**Priority 6** – embed new leadership team

Going well. Shared school development plan. SLT have regular meeting times. The embedding is going well.

	<p><b>Priority 7 - Ethos, Visions and values</b> – adapted a paragraph which will go on the front of all policies which shows we are a church school. The song of the week always reflects the feeling of the assembly.          Early Years – real uplifting effect. Percentages on track. Misterton gone up. Expectation going up from 80% to 100%.          Used sports funding for outside facilities to help with learning.          Both schools working on creating and understanding of the world so that they can provide more evidence. A real drive forward in the early years.</p>	
4	Election of a new Vice Chair – no Governors have put themselves forward for the position of Vice Chair.	
5	<p>Minutes of last meeting – The minutes of the meeting held on 22nd November were circulated to the GB prior to the meeting. No matters arising from the minutes and signed by the Chair.          Action points – just AP to complete some paperwork.          AM: Should some of the action points stay on the action points. AM will email examples to us.</p>	Action Action
6	<b>Health and Safety</b> – Nothing to be raise.. Emergency evacuation drill to be diarised by the end of the spring term. Staff will be told for the first time.	Action
7	<p><b>Month 8 Report</b> – Chart of Accounts          Paperwork was circulated to the Governors. Any questions. None asked.</p>	
8	<p><b>Capital Investments Proposals</b>          The GB had five Capital Investment proposals sent to them prior to the meeting to read through to decide if they support Lisa Carter proposing to County and funding.</p> <ol style="list-style-type: none"> <li>1. Ashlands car park and disabled access – all Governors were in favour.</li> <li>2. Ashlands Forest school toilet – all Governors were in favour.</li> <li>3. Misterton &amp; Ashlands Fire/alarm link to services – all Governors were in favour.</li> <li>4. Front of Misterton School – rendering not a good solution, prone to going black. All in favour but not K rendering.</li> <li>5. Misterton steps to top playground and pedestrian access improvement for easier access – all Governors in favour.</li> </ol> <p>Governors were in favour of above proposals depending on appropriate bids/funding.          NB: The only one we are trying to do before the end of the budget is linking fire to the services.</p>	
9	<p><b>Moving to single budget</b>          Statement of association - Some of the GB couldn't open the document so will need to be re sent out to read and then it can be signed, but in essence this has been agreed at the last GB.</p>	Action
10	School website- SEN report to go on the website and update of the SEN policy.	Action
11	<p>Sports funding review – The document was circulated to the GB prior to the meeting. Data is on the website too.          EC: Why is the sports funding at Misterton more money than Ashlands for extended schools sport funding.          NB: money was being spent to do sport during the day, so bigger impact on sport. It won't be funded in the same way in 2017/2018 year. We have introduced dance at Misterton and the teachers are staying to learn too.          AM: Do we have to outsource the coaching to get the grant. NB: No, we can use any coaching companies.          EYFS resources – balance beams, ladders and a big building set. Motor</p>	

	skills development. Both schools will then swap at term times.	
12	<p><b>Data Update</b> – The GB received prior to the meeting the data overview. GB liked the format. ‘GD’ refers to greater depth replacing mastery. Four PPM across the year. You need time for children to progress and show it in their books. We are aware of how the children are progressing through moderation and scrutinises. You want teachers to teach and get the resources without more PPM.</p> <p>RB: Are you ready for Ofsted if they walk in. NB: Yes.</p> <p>It’s clear that those children who are not moving on and any staff picking up their books.</p> <p>AN: Misterton – Year 2 is the lowest?</p> <p>NB: Levels are fine but it’s the opening of the book and having to search for the evidence.</p> <p>EC: Year 2 in both schools are looking challenging. NB: Mainly linked to the curriculum demands and interim framework.</p> <p>RB: Very easy to read and can tell it’s a lot of work.</p> <p>AN: EYFS data at Ashlands is looking a lot stronger too, which sets them up such a good start.</p>	
13	<p><b>Policies</b> - Accessibility and medical policy – both circulated to the GB prior to the meeting. Amendment to accessibility plan on both reports. DH to amend and change of website. Both polices were adopted and signed by the Chair.</p>	Action
14	<p>SEP Report – The report was circulated to the GB prior to meeting.</p> <p>NB: It is a very positive report. Ashlands the feel of the school most significantly changed. Misterton the changes of layout work really well.</p> <p>Books – confident in the levels of work. Mel has worked with Alice for her Year 3 and 4 maths. Level 1 books were looking like year 2 books!</p> <p>RB: The report is very complimentary of yourself (NB). Read very well.</p> <p>EC: It mentions about support for you (NB). Are you getting enough support?</p> <p>NB: It will come into play next year. RC didn’t apply for the position he is in now as SLT, so the impact of the work he is doing as well as literacy and supporting Kay Dawson and Kay doing her SEN training too. If effectively used them to help my time it wouldn’t help them. They are a great team. They always ask. I can see the long term.</p> <p>RB: One concern was the assessment. Where are we with this since November?</p> <p>NB: The staff attending a meeting yesterday on assessment. Classroom monitor can enable me to monitor the assessment.</p>	
15	The Multi Academy Trust (MAT) – to be set up as an extraordinary meeting.	Action
16	Governor Visits – Move to GB4	Action
17	Feedback from this meeting – no comments.	
18	Date, time and venue of the next meeting – Tuesday 7th March at Ashlands from 5pm to 7pm.	
19	Next meeting focus – Draft Budget, Headteacher Report, Policies, Pupil Progress Report, Month 9 Financial Report, Health & Safety Matters, Head Teacher Pay Review. The Governor SFV to be completed by the end of March.	
20	Confidential Minutes – the minutes were handed out to the Governors and collected afterwards. All the GB agreed them and they were signed off.	
21	Head Teacher Pay Review – moved to GB4.	Action
	<b>Meeting closed at 7.14pm</b>	

**MATTERS ARISING FROM FULL GOVERNORS' MEETING HELD ON 17th January 2017.**

<b>ITEM</b>	<b>ACTION</b>	<b>BY</b>	<b>TIMESCALE</b>	<b>COMPLETE</b>
GB2 – item 3	Critical Incident Report - Appendix 4 regarding Swine Flu needs addressing internally and amend – operational.	NB		
GB2 – Point 10	<b><u>Declaration of Interests/Review of Skills Audit/Code of Conduct</u></b> AP to complete.	DH	GB4	
GB2 – Point 11	<b><u>Edubase2 Website Consent</u></b> AP to complete	DH	GB4	
GB2 – Point 12	<b><u>Safeguarding – Keeping Children Safe in Education part 2</u></b> AP to complete	DH	GB4	
GB3 Point 5	Should some of the action points stay on the action points to remind us. AM will email examples to us.	AM		
GB3 Point 9	To resend out the Single Budget statement of Association – Some of GB could not open the document.	DH/LC	GB4	
GB3 Point 10	School website – Update SEN policy and SEN report to go on website.	NB	ASAP	
GB3 Point 13	Accessibility Report – small typo error to be amended.	DH	ASAP	
GB3 Point 15	Multi Academy Trust – to hold an extraordinary meeting for this item.	RB	ASAP	
GB3 Point 16	Governor visits moving to GB4	EC	GB4	
GB3 Point 21	Head Teacher Pay Review – to be updated at GB4	RB	GB4	