



Minutes of a meeting of the Governing Body of Mickle Trafford Village School held on 13th November 2017 at the school at 6:00pm

<u>Present:</u>	
Margaret Wheeler	
Neil Gordon	
Shelley Long	
Wendy Lyon	Headteacher
Karen Burnett	
Judith Gilmour	
Johnny Williamson	Chair of Governors
Harry Harrison	
Neil Gordon	
Ian Ford	
Julie Sharman	Present from 19:00
<u>Absent:</u>	
Lisa Bowes	Associate Member, School Bursar
Clare Arnold	
<u>In attendance:</u>	
Cat Oakes	Clerk to Governors

1. Apologies

Apologies for absence had been received from Clare Arnold and Lisa Bowes.

2. Declarations of Interest

No declarations of interest were declared.

Ian Ford and Maggie Wheeler completed annual declaration forms.

3. Introductions were made and Ian Ford was welcomed to the Governing Body

The following members of staff were present at the meeting:

Di Kennedy
Ben Roycroft
Ruth O'Connor
Sarah Gent
Liz Jackson
Chloe Wooldridge
Chloe Dempsey
Alison Cleary
Kat Finerty
Julie Cox

The Chair informed all that the purpose of the meeting was to improve the relationship between Governors and staff and to receive reports from Governor regarding specific areas of the curriculum in readiness for the Teaching and Learning review. There would also be some time to consider the School Development Plan (SDP).



The Chair confirmed that a priority for the Governing Body was to engage closely with staff and to have in-depth knowledge of the curriculum.

4. Subject Reviews

PPF

Action: Clare Arnold to forward her Pupil Premium Funding review to Governors in readiness for the Teaching and Learning Review on 20th November.

Maths – presentation provided by Shelley Long

Shelley Long reported the following matters:

- The maths progress measure score for the school was 2 based on last year's results. This was noted as a strength of the school.
- The school had developed its own tracking spread sheet for each cohort which reported the end of EYFS data, end of key stage data and the end of the previous year data for each pupil. The spread sheet identified pupil groups within the cohort and also tracked pupils half termly within the current academic year to identify and concerns in terms of progress being made quickly. Governors reviewed the spread sheet for one cohort.
- The percentage of pupils that were finishing each year at the expected level. This data highlighted the impact of the change in the curriculum on attainment data for Year 5. Mrs Long explained that the new curriculum had higher expectations and this cohort had been required to fill gaps between curriculums since Year 3.
- Year 5 and 6 were noted to be the lowest attaining cohorts. This was due to the change in curriculum, high levels of mobility and levels of SEN in the cohorts. Due to the above priorities to improve progress and attainment in maths for Years 5 and 6 had been included in the SDP.
- The additional support provided to the cohorts was explained to Governors including booster sessions, PPF and in class support.

The DHT informed that the interventions in place for Years 5 and 6 were having a positive impact already. Pupils were working hard and were engaged in their learning.

Literacy – presented by Johnny Williamson

Johnny Williamson reported the following matters:

- The progress measure for reading was 3.9 and 2.3 for writing.
- The same tracking system was used for literacy as was used for maths.
- Each cohort had its own writing criteria which correlated with the tracking data.
- More able pupils were focused on relative to the attainment of the whole cohort and all pupil groups were identified in the tracking data.
- Across the school PPF pupils were a priority for writing as 56% of these pupils were not at the expected levels. Writing for boys was also a priority.
- Bespoke strategies for improving writing for individual PPF pupils were working well and PPF was being used to support interventions.
- Changes in the curriculum had impacted on data due to the increase in expectations. This was highlighted by the lower attainment data for Year 5.
- Across the school PPF pupils were a priority for reading as 56% of these pupils were not at the expected levels. Strategies were in place to target reading for boys.



7pm Julie Sharman joined the meeting

- Staff training included all staff attending a CPD course for Greater Depth Writing and sharing Year 2 and Year 6 pupil books for moderation. The Ignite Zoo Project was also being used to implement cross curricular activities. This would be developed in the spring and summer terms.
- Mixed ability groups in literacy were used to the benefit of all pupils.
- Fresh start, Kagan Groups and Read Write Inc were also used as strategies to improve KS1 literacy.

The Deputy Headteacher informed that cohorts with lower pupil numbers made it difficult to accurately compare data due to the significant impact that each pupil could make to cohort data.

SEND – presented by Johnny Williamson

Johnny Williamson reported the following matters:

- There were 29 pupils at the school on the SEND register which was 14.5% of pupils. This was slightly higher than national average.
- Changes to SEND funding had caused a national reduction in pupils classed as having SEND. This trend had not been seen at the school so measures to identify SEND were considered to be accurate.
- A breakdown of SEND pupil numbers in each cohort was shared with Governors as well as a breakdown of the number of pupils at each SEND level.
- SEND reporting had been improved to reduce teacher workload.
- All SEND legal requirements were up to date.
- The school was up to date with all required applications for SEND funding for specific pupils.
- The school worked with external advisors in order to secure expert advice and to support funding applications.
- The Behaviour Pathway was used by the school to raise awareness of any concerns in relation to specific behaviours.
- The SENCO had received training from Edsential and Ignite. TAs had received Autism training. 2 members of staff had also attended Dyslexia and Dyscalculia training.

The DHT informed that, although SEND pupil attainment was largely lower than other pupils, the progress measures for SEN pupils at the school were broadly at expected levels and individual SEN pupils had made accelerated progress. Some SEN pupils were working at greater depth and the school was required to meet their non-academic needs.

Sports Premium Funding (SPF) – presented by Judith Gilmour

Judith Gilmour reported the following matters:

- SPF was provided to the school specifically to improve sport. From September 2017 the allocation was £16,000 plus £10 per pupil. The remit of SPF had widened to include healthy eating and wellbeing.
- The school used the funding to provide staff training, subsidise after school clubs, purchase equipment and increase sporting opportunities for pupils. The use and impact of SPF needed to be reported on the school website and any unspent money would be subject to claw back.



- An external PE Co-ordinator Assistant was purchased by the school to advise on how the school could improve sports further. A priority identified by the Co-ordinator was to improve the quality and consistency of teaching across the school. The Co-ordinator had also suggested that the school purchase kit for sports teams.
- All pupils had been given a PE Passport which would act as an evidence source for progress and attainment in sport and to identify any SEND.
- The school's priority was also to retain its Gold Sports Mark.
- As a result of the additional funding yoga was being offered and Wake Up Shake Up sessions were subsidised. External lunchtime support was also purchased to provide bespoke support to pupils.
- The funding could also be used to purchase supply teachers when a teacher took pupils to a sporting event.
- A sports council had been started to include pupil voice in which clubs and sporting opportunities they would like.
- The school was part of the Sports Partnership which provided pupils the opportunity to attend a large number of external tournaments and events.

Resolved: That the above reports be received with thanks.

5. Attendance Report

Action: Attendance Report to be provided to the next meeting – Headteacher

6. Behaviour Report

Action: Behaviour Report to be provided to the next meeting – Headteacher

7. School Development Plan (SDP) 2017/18

Governors formed groups to review specific priorities in the SDP under each of the Ofsted headings.

The Headteacher informed that Governors would need to add their names to areas that they were interested in being linked to.

Personal Development, Behaviour, Welfare and Safety

Q: How does the school measure the success of priority?

A: Ofsted will review the marking policy, will look at pupil books and will speak to pupils in order to form a judgement of the school.

A Governor challenged the wording of the success criteria and Governors agreed on actions that they should take to monitor and support the school.

Teaching, Learning and Assessment

Discussed and Governor actions agreed.

Leadership and Management

A Governor requested specific data for staff absence and staff welfare in order to measure the success of priority.

Pupil outcomes

Governors felt that the SDP was thorough and a RAG rating should be applied each term to highlight progress.



Governor agreed that they would divide into groups to decide the Governor actions required under each priority.

Action: Headteacher to circulate SDP to Governors for further consideration and to include link Governors for each priority area. Governors to then meet and agree Governor actions to present at the next meeting.

SIGNED.....

DATED.....

Action List

Action	Governor
Clare Arnold to forward her Pupil Premium Funding review to Governors in readiness for the Teaching and Learning Review on 20 th November.	Clare Arnold
Attendance Report to be provided to the next meeting	Wendy Lyon
Behaviour Report to be provided to the next meeting	Wendy Lyon
Headteacher to circulate SDP to Governors for further consideration and to include link Governors for each priority area. Governors to then meet and agree Governor actions to present at the next meeting.	