

# Minutes of the Morley Memorial Full Governing Body

14 July 2014

Attendance: Antony Carpen (AC)  
Guy Turner (GT)  
Helen Devlin (HD)  
Julie Gawthrope (JG)  
Larissa Athey (LA)  
Melissa Ward (MW)  
Michael Catchpool (MC) (Head)  
Nicky Odgers (NO) (Chair)  
Philip Colligan (PC)  
Rachel Calder (RC)  
Sarah Seed (SS)  
Emma Linney (EL) (Clerk)

Apologies: Andrew Sweasey (AS)  
Caroline Louth (CL)  
Roger Healey-Dilkes (RHD)  
Saranya Sukumaran (SSu)

	Notes	Actions
1.	<b>Apologies</b> Apologies for absence were received and accepted from CL, RHD and SSu. AS did not attend.	
2.	<b>Notice of AOB</b> NO - staff and governor social.	
3.	<b>Declarations of interests</b> None.	
4.	<b>Correspondence</b> None.	
5/6.	<b>Minutes of previous FGB meetings (circulated) and matters arising</b> <b>31<sup>st</sup> March 2014</b>	

	<ul style="list-style-type: none"> <li>- The Head reported that the School is now a member of Cassa (p2).</li> <li>- The parental questionnaire is now live (p6).</li> <li>- The in-house training session on the new national curriculum will now be arranged for the autumn term (p6).</li> <li>- NO has started the governor blog on the school website (p7).</li> <li>- The minutes were agreed as a true record and signed by the chair.</li> </ul> <p><b>Extraordinary FGB 11<sup>th</sup> June 2014</b></p> <ul style="list-style-type: none"> <li>- The recruitment advertising costs were minimal because the advert was placed on-line only (p4).</li> <li>- NO reported that there is no probation period for new headteachers (p4).</li> <li>- The minutes were agreed as a true record and signed by the chair.</li> </ul>	<p>NO – arrange training session.</p>
<p>7.</p>	<p><b>Committee reports (circulated)</b></p> <p><b>Resources Committee (25<sup>th</sup> March, 6<sup>th</sup> May)</b>  PC provided up update:</p> <ul style="list-style-type: none"> <li>- The Committee met on 9<sup>th</sup> July and has set up a steering group for the re-development of the outdoor play and learning space. Membership will include RC, NO and GT. Representatives from the Friends of Morley are to be invited.</li> <li>- There is an issue with drainage which is potentially very expensive to resolve and will determine what percentage of the current grassed area can be given over to artificial surface.</li> <li>- There were no questions or comments.</li> </ul> <p><b>Learning Committee (10<sup>th</sup> March, 12<sup>th</sup> May)</b>  NO provided an update:</p> <ul style="list-style-type: none"> <li>- If the committee agree, RC will be taking the chair from September.</li> <li>- The Committee met on 30<sup>th</sup> June and assessed the RAP targets and whether these had been met, although at that point end of year data was not yet available.</li> <li>- <b>A GB asked</b> whether the school had successfully supported more-able children this year (RAP target three). NO reported that KS2 results show many more children attained higher levels than last year, which suggests progress had been made. The Head said that progress would be furthered next year by widening out focussed work from maths and English to other areas of the curriculum, and by</li> </ul>	

	<p>working with children lower down in the school.</p> <ul style="list-style-type: none"> <li>- There were no further questions or comments.</li> </ul>	
<p>8.</p>	<p><b>Headteacher’s report (circulated, including KS2 SATs results)</b></p> <p>The Head highlighted key points to his report.</p> <p><b>Building redevelopment</b></p> <ul style="list-style-type: none"> <li>- The main questions raised at the Council’s planning consultation meeting on 23<sup>rd</sup> June were regarding the future use of the early years site. The County has not yet confirmed plans for a nursery school on the site. He reported that the local MP had received a letter from a constituent questioning the disposal of the land, and that a researcher had telephoned the School for further information.</li> </ul> <p><b>Assessment and levelling</b></p> <ul style="list-style-type: none"> <li>- From September, schools are no longer required to assess pupil attainment under the current framework. However, most schools are planning to keep the current system for at least the next academic year, until alternatives are made available.</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>- The Head presented the end of year data. It was noted that this is headline data only at this stage; data broken down by gender, FSM, vulnerable groups would be available in the autumn term.</li> <li>- The Head noted that children are consistently meeting the School’s target of six points progress in KS1. Phil Garnham, the school’s Local Authority Adviser, during an update visit on the 8<sup>th</sup> July, said that the progress scores shown in Key Stage 1 would be judged as ‘Outstanding’. The next step is to continue to increase progress by children as they move through KS2, resulting in even more L6 in Y6.</li> <li>- <b>A GB asked</b> about the Y1 phonics screening. GT (Y1 teacher) felt this year’s success was due to children having lots of practice from January onwards so that they became use to the format of the test. Phonics lessons continue to feature daily. Children who were on the borderline of the anticipated pass rate in practice tests were also given extra booster sessions to ensure that they passed. GT also reported that strength in phonics was translating into improved reading and spelling for many children.</li> </ul>	

	<ul style="list-style-type: none"> <li>- <b>A GB asked</b> why the attainment target for Y5 writing had not been met (target: 85% to reach L3a+, achievement: 77%). The Head reported that he had not yet had time to unpick this.</li> <li>- While targeted rates of progress in Y5 reading were met, this was not the case for writing and maths. The Head advised that this was by no means a disastrous picture. There was a similar pattern with last year's Y5 and they went on to make good levels of progress. The Head reminded the GB of the quirky nature of the software which only reports progress in increments of 2; he is therefore unable to see how many children made 3 points progress and were therefore closer to the target of 4.</li> <li>- <b>A GB asked</b> what would be done to ensure sufficient progress is made next year. The Head answered that the group will be closely monitored.</li> <li>- <b>A GB asked</b> how much of this year's Y6 success was down to the higher ability of the cohort when compared with last year. The Head answered that this was a contributing factor, but that dedicated group work and targeted teaching from early in the autumn term had also played a significant part.</li> <li>- It was noted that while the national figure for L6 reading is 0%, this year the School did put some children forward for the paper for the first time and will continue to do so for more-able children.</li> </ul>	
<p>9.</p>	<p><b>School development planning</b></p> <p>The GB reviewed the RAP 2013-14 targets in turn. It was noted that this exercise was also carried out at the Learning Committee meeting on 30<sup>th</sup> June, but that data had not been available at that point.</p> <p><b>RAP target 1: to raise achievement in writing</b></p> <ul style="list-style-type: none"> <li>- The Head was pleased to report that most of the targets had been met, although data on A4A children would not be available until the autumn term.</li> <li>- The Head explained the FFT system. The school's target is FFT level D, which would put Morley in the top 20% of schools in the country.</li> <li>- <b>A GB asked</b> why Y5 had not made targeted rates of progress. The Head answered that he had not yet had time to look into this, but he imagined it to be partly due to children consolidating their learning. At some point in KS2 children don't make 4 point's progress each year (target in KS2 is 12 points). This happened last year in Y5 and it did not impact on achievement the following year. He also advised that the current Y5 is one of extremes; there are some very able children who he is confident will achieve L6 next year, and there are also some children who are considerably less able. This range of ability hasn't been seen in a cohort for some time, and it creates a different</li> </ul>	

challenge for teachers than if there are a high number of SEN children for example. The priority for Y6 teachers next year will be to track these children so that levels of attainment do not drop. This has already been discussed with the receiving teachers. Appropriate support strategies will be implemented early in the autumn term. The Head anticipates that while attainment in Y6 next year will not be as strong as this year, he will want to ensure that children’s levels of progress do not fall.

- **A GB asked** what the intervention strategies are. The Head advised that these include guided group work.

**RAP target 2: accelerate rates of progress of children in vulnerable groups**

- It was noted that there are not many children in key vulnerable groups, and so data is reported by number of children rather than percentage points.
- The Head reported that there are some excellent stories, but that some children did less well than he would have hoped. Again, it is not possible to see if the child in Y5 who did not make 4 points progress in fact made 3 and was close, as the software only reports in levels of two.
- A GB thought it would be a good idea to find more sophisticated ways to measure progress and attainment for this group of children next year.

**RAP target 3: To consistently meet the needs of more-able learners**

- While targets in Y3 and Y4 were met, and often considerably exceeded, they were missed in Y5. This point has been discussed above, and will be picked up at the Learning Committee in the autumn once the Head has had a chance to look in detail at each of the 14 children affected and see whether there is cause for concern.

**RAP target 4: To raise achievement levels further in early years**

- The Head was pleased to report that on the whole achievement was better than had been anticipated earlier in the year. MW (EY teacher) reported that lots of hard work had gone on in the summer term in order to achieve this.
- As discussed at the Learning Committee meeting in May, the target for writing was overly ambitious for a number of reasons and should be revised next year.

**RAP target 5: To further increase opportunities for practical science**

- GT and MW (staff governors) noted a much bigger push on science this year and that teachers felt more confident. Results were an improvement on last year.

	<ul style="list-style-type: none"> <li>- <b>A GB asked</b> whether maths and science results ought to go hand in hand. The Head advised that whilst this is generally the case, comparisons at the higher levels is difficult as, unlike with maths, there is not a L6 science paper for the children to try.</li> <li>- <b>A GB asked</b> whether everything was in place for the new computing curriculum in September. The Head advised that it was, and that he hoped that an employee from ARM would continue to lead sessions in the computer programming software ‘python’ with Y6, as they have done this academic year. This software is not usually accessed until secondary school.</li> </ul> <p>The GB congratulated the Head on the excellent results and asked him to pass their thanks on to staff.</p> <p>There was a discussion about priorities for next year.</p> <ul style="list-style-type: none"> <li>- The Head advised that plans for the new national curriculum are in place and that SLs feel confident that they have mapped out the year sufficiently without overlap or repetition.</li> <li>- NO suggested teachers might like to see the comments on the curriculum section of the parental questionnaire. NO advised that generally, parents report that they are happy with the foundation subjects and less so with others, for example music or sport.</li> <li>- <b>A GB asked</b> whether the PE curriculum is changing. The Head advised that it is not, and tends to stand alone from other subjects.</li> <li>- The Head also commented that in the end, there weren’t the huge changes to the curriculum that were anticipated in the media. The school is looking to have a greater focus on more enquiry-based learning which has been trialled successfully with Y1 children this term.</li> <li>- <b>A GB asked</b> for an update on the assertive mentoring/target setting systems in place this year. The Head answered that the system has been received very positively. MW reported that it had increased parental engagement in EY. GT reported that children are actively referring to their targets in their day-to-day learning.</li> <li>- The Head reported next steps as moving towards the non-negotiable aspects, so if a child slips one year, the receiving teacher is tasked with bringing them back to where they should be rather than adjusting the child’s target down.</li> <li>- <b>A GB asked</b> what support the receiving teacher would receive. The Head advised that resources would be deployed appropriately.</li> </ul> <p>The RAP 2014-15 will be finalised early in the autumn term. The Head advised that it is likely that this year’s targets will continue in some form, with the addition of a target based around furthering the assertive</p>	<p>NO – share parental survey responses with staff</p>
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	mentoring/target setting systems.	
10.	<p><b>Headteacher recruitment</b></p> <p>NO provided an update. Two applications have been received, and both candidates will be invited for interview in September. The interview panel met today and will meet again prior to the interviews. NO circulated an outline of the planned two days of candidate assessments.</p> <p>The FGB will meet to discuss the panel’s recommendations after the interviews have been held, on <b>Tuesday 18<sup>th</sup> September at 7.30</b>. Please add this date to your diaries, this meeting must be quorate.</p>	
11.	<p><b>Review of policies</b></p> <p><b>Update on SEN policy and timescales</b></p> <ul style="list-style-type: none"> <li>- NO advised that the County Council has not yet defined its local offer, and until this happens the School is not in a position to draw up its SEN policy. This item to be carried forward to the autumn term.</li> </ul> <p><b>Governor roles and responsibilities</b></p> <ul style="list-style-type: none"> <li>- This policy has been revised and is based on NGA guidelines.</li> <li>- The policy was ratified and will be reviewed again in two years.</li> </ul> <p><b>Governor visits</b></p> <ul style="list-style-type: none"> <li>- This used to be part of the roles and responsibilities policy but has now been separated. It is also based on NGA guidelines.</li> <li>- The policy was ratified and will be reviewed again in two years.</li> </ul> <p><b>Disciplinary procedures (leadership, all staff)</b></p> <ul style="list-style-type: none"> <li>- These policies were drafted by the Resources Committee in March 2014. It is a legal requirement that they are ratified by the FGB.</li> <li>- There were no questions or comments. The policies were ratified and will be reviewed again in two</li> </ul>	C/f SEN policy to next meeting

	years.	
12.	<p><b>Membership of the Governing Body</b></p> <p>NO welcomed Melissa Ward and Guy Turner, new staff governors. They will join the learning committee and resources committee respectively. The Head advised that Becky McInerney had resigned from the Governing Body as she is now on maternity leave.</p> <p>NO thanked the GB for completing the on-line skills audit. The main gaps in skills appear to be in change management, HR and performance management and premises / facilities.</p> <p>Current vacancies are: 1 x community, 2 x parents, 2 x local authority.</p> <p>NO advised that governing bodies are legally required to reconstitute by September 2015 and that it would make sense to do this now, rather than fill the vacancies and then ask for resignations if the GB ends up needing to be smaller.</p> <p>The GB agreed to set up a working group to look at the size and categories of governor and to report back to the FGB in October. Membership was agreed as NO, PC, SS, RC and AC.</p>	Working group – meet re: reconstitution
13.	<p><b>Governor development and training</b></p> <p>NO asked that at least one GB attend each of the termly briefings.</p>	
14.	<p><b>AOB</b></p> <p>The staff and governor social will take place on Monday 21<sup>st</sup> July from 5.30pm at Balzano’s, all are welcome.</p>	
15.	<p><b>Dates of next meetings (circulated)</b></p> <p>NO put together a timetable of meetings for 2014-15, based on the dates of this year’s meetings. PC</p>	



	<p>advised that the RC would meet twice in the autumn term due to lots of work around performance management and staff pay, date in October tbc.</p> <p>Dates were agreed as:</p> <p><b>Autumn term:</b>                  FGB 18<sup>th</sup> Sept (HT recruitment) and 20<sup>th</sup> October                  RC Oct tbc and 1<sup>st</sup> December                  LC 15<sup>th</sup> December</p> <p><b>Spring term:</b>                  FGB 30<sup>th</sup> March                  RC 9<sup>th</sup> Feb and 23<sup>rd</sup> March                  LC 26<sup>th</sup> Jan and 9<sup>th</sup> March</p> <p><b>Summer term:</b>                  FGB 13<sup>th</sup> July                  RC 5<sup>th</sup> May (budget) and 15<sup>th</sup> June                  LC 11<sup>th</sup> May and 29<sup>th</sup> June</p>	
	<p><b>The meeting closed at 9.15pm</b></p>	

All decisions pay due regard to the school's equality policy and the Equality Act 2010