



# SPARKEN HILL ACADEMY

## Minutes of the Full Governor's Meeting – Summer Term 2015

held on Thursday 25 June 2015, 1.30pm, Conference Room 1, Sparken Hill Academy

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|                       | <b><u>Present:</u></b>                         | The meeting commenced at 1.40pm.<br>Mrs S Cutts (Chair), Mr R Lilley, Mr J Hemshall, Mr P Gawthorpe, Mrs E Rodgers, Mr R Priestley, Mrs N Bloomer.<br>Mrs B Thorpe, Clerk.<br>Mrs K Gardiner, attended for approx. half an hour at Agenda Point 8.<br>Note: At 3.30pm (end of Agenda Point 8) Mrs N Bloomer left the meeting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| 1)                    | <b><u>Apologies:</u></b>                       | Apologies were received from Mr J Shephard.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
|                       |                                                | <b>Action</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| 2)                    | <b><u>Declaration of Interest</u></b>          | There were no declarations of interest, either direct or indirect, for items of business on the agenda.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| 3)                    | <b><u>Membership</u></b><br>(Enc. with Agenda) | <p>A copy of the Proposed Membership 1 November 2014 was circulated with the agenda. It was noted that Mrs N Bloomer and Mr Roy Priestley (Parent Governors) and Mrs E Rodgers (Staff - Teaching Governor) are not on the list. Mr Lilley to update.</p> <p>Membership (as at 25 June 2015) is:</p> <table><tr><td>Mrs Marion Cutts</td><td>Community</td></tr><tr><td><b>Vacancy</b></td><td>Community</td></tr><tr><td>Mr J Hemshall</td><td>Co-opted</td></tr><tr><td>Mrs Carole Beattie</td><td>Co-opted</td></tr><tr><td><b>Vacancy</b></td><td>Co-opted</td></tr><tr><td>Mr P Gawthorpe</td><td>Partnership</td></tr><tr><td>Councillor J Shephard</td><td>Partnership</td></tr><tr><td>Mr R Priestley</td><td>Parent</td></tr><tr><td>Mrs N Bloomer</td><td>Parent</td></tr><tr><td>Mr R Lilley</td><td>Principal</td></tr><tr><td>Mrs E Rodgers</td><td>Staff (Teaching)</td></tr><tr><td><b>Vacancy</b></td><td>Staff (Support)</td></tr></table> <p><u>Vacancies:</u> 3 in total; 1xCommunity, 1xCo-opted and 1x Support Staff.</p> <p><u>Resignation</u><br/>Mrs S Cutts (Chair) informed that Mr Lilley had received a letter (dated 5/6/15) from Mrs J Kitchen, Governor, tending her resignation from the Governing Body as of this date. Mrs Cutts said she has been in touch with Mrs Kitchen to ask if she would reconsider but was unable to persuade her. However, Mrs Kitchen wishes to continue with the Literacy work she undertakes in a voluntary role with the children in school. Mrs Kitchen requested help with lifting when she</p> | Mrs Marion Cutts | Community | <b>Vacancy</b> | Community | Mr J Hemshall | Co-opted | Mrs Carole Beattie | Co-opted | <b>Vacancy</b> | Co-opted | Mr P Gawthorpe | Partnership | Councillor J Shephard | Partnership | Mr R Priestley | Parent | Mrs N Bloomer | Parent | Mr R Lilley | Principal | Mrs E Rodgers | Staff (Teaching) | <b>Vacancy</b> | Staff (Support) | RL |
| Mrs Marion Cutts      | Community                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| <b>Vacancy</b>        | Community                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| Mr J Hemshall         | Co-opted                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| Mrs Carole Beattie    | Co-opted                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| <b>Vacancy</b>        | Co-opted                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| Mr P Gawthorpe        | Partnership                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| Councillor J Shephard | Partnership                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| Mr R Priestley        | Parent                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| Mrs N Bloomer         | Parent                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| Mr R Lilley           | Principal                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| Mrs E Rodgers         | Staff (Teaching)                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |
| <b>Vacancy</b>        | Staff (Support)                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |           |                |           |               |          |                    |          |                |          |                |             |                       |             |                |        |               |        |             |           |               |                  |                |                 |    |

Signed: \_\_\_\_\_ Chair / Acting Chair (delete as appropriate)

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|    |                                                                                       | <p>returns. Mr Lilley said that this can be accommodated.</p> <p>Mrs B Thorpe, Clerk, informed a letter of thanks from Mr Lilley had been prepared and would be posted after this meeting. Mrs S Cutts, Chair, asked the Clerk if she would prepare a letter for her on behalf of the Governing Body thanking Jill and sending best wishes for the future.</p> <p><u>Disposal of Information when a Governor Resigns/Term is over</u><br/>Mrs B Thorpe (Clerk) raised this matter as it was discussed at the Clerk's Meeting she attended in April. Clerks were advised that it was best practice to ensure that information is returned to the School / Academy for shredding. She has developed a form for this purpose. Governors present were asked to return anything to the School for disposal that they had been given in their role as Governor but no longer needed, and to continue to do this on an ongoing basis during their term as Governor when necessary.</p> <p>The Clerk will speak to Mrs Kitchen to arrange the return of any papers.</p> <p><u>Academy Email Access problems</u><br/>Mrs S Cutts asked if anyone was still having trouble accessing their Academy emails. Mrs N Bloomer and Mrs C Beattie said they are. The Clerk has emailed Adam Ross (Academy IT Support) to ask for Governor password information. She will pass this information to Governors when Mr Ross responds and is willing to help anyone if they are experiencing difficulties.</p> | <p>Clerk</p> <p>All</p> <p>Clerk</p> <p>Clerk</p> |
| 4) | <p><b><u>Minutes from Previous Meeting</u></b><br/>(All minutes enc. with Agenda)</p> | <p>The Minutes of the Spring Term Full Governor's Meeting held on the 26 February 2015, having been previously circulated with the agenda, <b>were agreed</b> as a true and accurate record and signed by the Chair, Mrs S Cutts.</p> <p><u>Matters arising</u><br/>There were no matters arising.</p> <p><u>Other Committees</u></p> <p><b>SIP Meeting – (Summer Term 2015)</b><br/>The minutes (including the confidential minutes) from the Spring Term SIP Meeting held on Thursday 7 May 2015, having been previously circulated with the agenda</p> <p>It was <b>agreed</b> that these were a true and accurate record and signed by the Chair, Mr P Gawthorpe subject to the following amendments being noted.</p> <p>Point 13) Policies for Discussion.</p> <ul style="list-style-type: none"> <li>• First paragraph: Mrs S Cook should state Mrs S Cutts.</li> <li>• d) Food Allergy Policy, third and fourth paragraphs: Mrs S Cook should state Mrs S Cutts.</li> <li>• f) Calculation Policy, first paragraph – calculation errors: Mrs S Cook should state Mrs S Cutts.</li> </ul> <p><b>F&amp;P Meeting – (Summer Term 2015)</b><br/>The minutes (including the confidential minutes) from the Spring Term F&amp;P Meeting held on Tuesday 2<sup>nd</sup> June 2015, having been previously circulated with</p>                                                                                                                                                             |                                                   |

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|  | <p>the agenda.</p> <p>It was<br/><b>agreed</b><br/>that these were a true and accurate record and signed by the Chair, Mr J Hemshall subject to the following being noted.</p> <p>Mr J Hemshall has not checked the figures recorded in the main minutes.</p> <p><b>Audit Committee Meeting – (Summer Term 2015)</b><br/>The minutes from the Spring Term Audit Committee meeting held on Tuesday 2<sup>nd</sup> June 2015, having been previously circulated with the agenda.</p> <p>It was<br/><b>agreed</b><br/>that these were a true and accurate record and signed by the Chair, Mr J Hemshall. There were no amendments. There are no Confidential Minutes.</p> <p><u>Appreciation of Work, Mrs V Dashper, Finance &amp; Business Manager</u><br/>Mr P Gawthorpe, endorsed by all present, commended the input from Mrs V Dashper's in the budget preparation for the F&amp;P meeting, as well as the work she does in her role. Mr Lilley was asked to convey their thanks to her.</p> <p><u>Hot Topic Briefing note for Heads and Chairs – 17<sup>th</sup> May 2015</u><br/>Mrs S Cutts (Chair) handed out a copy of a briefing note she has received. It informs that Mr Derek Higon, Acting Director of Children's Services, has received a letter from Ofsted regarding a former Coalfields multi-remit inspection project. The project includes research that Ofsted is carrying out into best practice and barriers to succession the former coalfields areas of the East Midlands.<br/>The three priority groups are:<br/>1) children in receipt of free schools meals,<br/>2) children who are looked after and<br/>3) children for whom English is an additional language.</p> <p>The briefing note was sent out to ensure Chairs of Governors of Schools/Academies who may be due an Ofsted Inspection share the information with fellow governors and are aware of the additional questions inspectors will ask. The questions, in addition to routine inspection activity, are as follows:</p> <ul style="list-style-type: none"> <li>• What is the quality of provision for the 3 priority groups?</li> <li>• What are the outcomes for these 3 groups and how effectively is their achievement tracked and progression monitored?</li> <li>• What is the quality and impact of the challenge and support offered by the accountable body (e.g. local authority, multi-academy trust, governing body), for these 3 priority groups?</li> <li>• What are the most serious barriers to success?</li> <li>• What instances of successful practice have been identified?</li> <li>• How well is transition managed for children and young people in these 3 priority groups from the previous setting attended and to the subsequent setting?</li> </ul> <p>Mrs S Cutts said that Governors will need to know this information to answer</p> | RL |
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|            |                                                                                      | the questions. Mr Lilley said he will prepare a breakdown of the information for Governors ready for the Ofsted inspection likely to take place in the Autumn.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | RL |
| 5)         | <b><u>Correspondence</u></b>                                                         | See Confidential Minutes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
| 6) +<br>7) | <b><u>Principal / Headteacher's Report and Attendance</u></b><br>(Encs. with Agenda) | <p>Mr Lilley prepared an 18 page Report to the Governing Body for the Summer Term 2015 and went through the report page by page giving Governors the opportunity to ask any questions. Pupil Progress Summary Reports for each Year Group were also discussed in this section.</p> <p>Key points raised were:</p> <p><b>Pupil Numbers</b><br/>Admissions are increasing. Currently pupil numbers 505 (includes FS), 15 classes (Y1-Y6) + 3 Reception classes.</p> <p>Numbers in F1 continue to be at 'saturation' point for September (with a waiting list). Equates to 39 pupils in both am and pm.</p> <p>This continues into F2 where for the first time for several years PAN (technically full in Reception) and we have a waiting list for F2 (Reception) places. Some parents are appealing the decision. September number estimate approx. 525, numbers on roll being closely monitored.</p> <p><u>Question</u> Mr P Gawthorpe asked Mr Lilley if he was holding the admission line to 75, Mr Lilley replied he was, however said that if more than 75 were admitted they can be absorbed in Year 1 presently. However, quality of teaching cannot be compromised by admitting over pan.</p> <p><b>SATS</b><br/>Year 6 SATs week went well. The LA visited for a monitoring visit on Tuesday of that week, a moderator staying for the whole morning when spelling, grammar and punctuation tests were being undertaken. Apart from a double signature on the test receipt notification, all things were deemed to be correct.</p> <p>The academy was also selected for KS2 Writing moderation; 9 pupils selected at random to check the accuracy of Teacher Assessment.</p> <p>One borderline L3/L4 was confirmed as a L3 but all others found to be highly accurate. Moderators complimented the school on the quality, breadth and pride shown in the books. Mr Lilley said threshold papers are due back 7/7/15. It was felt that maths would be on the whole, on track with aspirational targets (incl HAPs).<br/>Reading and Writing had been more difficult to realise due to the relative high levels of EAL within this cohort (including 2x EAL students who arrived in late Feb and March.) Although EAL students make, on the whole excellent progress, the timings of these students can have an adverse effect on results which rely on having a basic (and sometimes complex) grasp of the English Language.</p> <p>KS1 SATs, currently taking place, Mrs D Moore co-ordinating timings. Early indications are we should be in line with attainment last year.</p> <p><b>Phonics Assessments</b><br/>Currently taking place, finish Friday (25/6/2015).</p> |    |

**Foundation 1 'Analysis on Entry**

Kate Phoenix's work has shown there are a significant number of children who were much lower than their Age Related Expectation (ARE) and who will need a tremendous amount of input to 'close the gap'.

Reading 22-36months (secure) or ABOVE = 13.8%

Writing 22-36months (secure) or ABOVE = 20.8%

Number 22-36months (secure) or ABOVE = 4.6%

The analysis is based on pupils who are chronologically 36 months+ on entry. Only 6.9% of pupils were deemed to be age-related for Speaking, a basic pre-requisite of further language development.

**Teaching**

Spring / Summer Term lesson observations completed for the whole staff apart from Angela Newbitt (resigned) and Ann Naylor (retiring). Mr Lilley said there were no unsatisfactory teaching observations and that the overall quality of teaching in school was 'good' with some teachers felt to be outstanding. Mr Lilley said that peer mentoring can be used to improve teaching standards.

He said it is becoming very difficult to ascertain what constitutes 'outstanding' in terms of "Assessing without Levels". Work is being undertaken in conjunction with Haggonfields to attempt to establish a common, workable system ready for September. In the meantime staff are completing 'Level' for Summer 2 to punctuate the final summative assessment (old system) in order that progress for the year can be corroborated. The Sheffield STAT method has been adopted but EAZ Mag algorithms associated with converting the formative to summative appear to be inaccurate. Work with EAZMag Writer and Sheffield STAT is being undertaken to iron out these issues.

Question Mr Lilley asked the Committee if there were any questions regarding Teaching. There were none.

**Appraisal process**

Targets for teachers have been formally reviewed at INSET events occurring prior to the Summer holidays, new targets being agreed for the Sept 15 INSET.

Focus this year was to establish a common consistent approach to behaviour in school. Appointing a Lead Behaviour Professional and adopting the Notts Graduated Response has been very successful, 95% of teachers successfully completing this target.

The other "Whole School" target of 100% teaching to be observed at "Good or better" was found to be – on the whole – achieved.

**SEN**

Miss J Hunter will take over the SENCO role from September following Mrs A Naylor retirement. Miss Hunter has been shadowing Mrs Naylor for the whole of this year.

Miss Hunter has been accepted on the National Award in Special Educational Needs Co-ordination at Nottingham Trent University commencing Sept 2015. There is another person from the Family of School also doing this course. The "Local Offer" had been updated and Governors can expect a SEN annual report

early in the Autumn Term.

Total number of pupils on SEN Register currently is 47 (11%), (41 boys).

### **Attendance**

86 children achieved 100%. Attendance for children at the Foundation stage is the worst and improves as children progress in the school which is positive.

Mr R Priestley (Parent Governor) expressed concerns about the number of classes who have missed the school determined target of 96% recently. He wondered whether it was due to holidays that were being authorised by school. Mr Lilley explained that this was not the case and referred everyone to a table in his report regarding the number of Authorised / Unauthorised holidays for the past year compared to the 2013-14.

There has been a reduction of 50 sessions authorised for exceptional circumstances, however an increase in the number of unauthorised absences for holidays. The net difference is 22 sessions (11 days). This is due to parents working out loopholes in the system and exploiting them, i.e. parents have clicked on that should they go for just 5 days (and not have additional time off in a 6 week period) they can avoid being fined.

Recent County consultation on thresholds has now been completed and persistent absence (PA) rates will move from 85% to 90% meaning that more of families will be classed as PA. Also a recent LA consultation suggests a lowering of the threshold from 25% to 20%. A 25% absence over a 6 weeks period = approx. 7 day absence over 6 weeks. Moving this threshold to 20% means that approx. 4 days absence in 6 weeks will result in a penalty fine. Mr Lilley stated that this would be a positive move for the school as he felt that the school was doing all it could to improve attendance rates.

Question Mrs C Beattie asked what the penalty fine was. It is £120 for each adult in a household and £120 for each pupil. This is reduced to £60 per adult per child if paid within 28 days. However, Mr Lilley also pointed out that magistrates courts were not supportive of the efforts of schools for unacceptable attendance rates and have 'quashed' fines for recurrent offenders. This was counterproductive and gave the wrong message to parents.

Mrs S Booker sends the absence letters out to parents and teachers are given a copy. A full audit is available upon request.

Question Mr Lilley asked the Committee if there were any further questions regarding attendance. There were none.

### **Exclusions**

Two pupils excluded this term; 1 persistent Y4 boy for swearing at a member of staff and 1 Y3 girl with emotional/temper issues who physically assaulted another pupil.

### **Racial Incidents**

Two racial incidents have been reported over the past term. One of them only came to light 2 months after the original incident. The other incident (a child in Year 5) occurred out of school and involved older non-Sparken Hill pupils.

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|    |                                                                                               | <p><b>Staffing</b><br/>Siobhan Moxley's twin boys arrived early, 4 days after she left on Friday 18<sup>th</sup> June to commence maternity leave! They are healthy and were a good weight.</p> <p><b>Parents Questionnaire (Parents Evening Feb 2015)</b><br/>97.54% responded YES to the question 'Is your child happy at school?'<br/>99.17% responded YES to the question 'Are you happy with the progress of your child since September (2014)?'<br/>39.34% responded NO to the question 'Have you looked at our website?'<br/>Response to the question 'Would you be willing to pay for an After School Club?' was as follows:<br/>26.05% NO<br/>65.55% UPTO £5 PER SESSION<br/>8.40% UPTO £7.50 PER SESSION</p> <p><b>Behaviour Praise</b><br/>Year 5/6 visit to the Yorkshire Mining Museum: One Tour Guide at the museum commented that in his whole 13 years working at the museum Sparken Hill Academy were the best school he had ever taken (referring to pupils electing to descent into the coal mine).<br/>Year 6 Residential: Staff who accompanied the children remarked on the excellent behaviour from children this year.</p> <p><u>Question</u> Mr Priestley challenged Mr Lilley on Maths progress figures for Y2. Mr Lilley stated that he had already clarified the Maths figures with Mrs Moore and he was expecting these to be better by Summer 2 data. He clarified that these did represent "Expected" progress by this time in the year but that teachers had yet to complete summative assessments to aid the accurate figures for Sum 2. Mr Priestley further challenged the relative poor progress of SEN (5) figures. Mr Lilley reminded governors of this previous discussion (relating to Boys attainment at KS1) and that these 5 boys on the SEN register were 'exceptional – Cerebral Palsy, Undiagnosed genetic condition (x2). Given the level of difficulty, it was agreed that progress was as expected.</p> <p><u>Question:</u> P Gawthorpe had questions relating to the relative difference in EAL / non EAL progress at Year 5 Year 6 and also relating to HAP progress. Mr Lilley clarified that the figures are <i>progress</i> figures – not attainment. Some HAPs had previously made outstanding progress and were already attaining at L5. Although individual 1-1 work had been completed with some pupils to extend to L6, TA had not been confident enough to corroborate a secure level of working. Therefore progress appeared low for HAPs<br/>Year 6 progress had, on the whole been outstanding; especially for Maths and Writing. Reading progress had been more difficult to assess this year due to the relative inexperience of teachers at this YG (2xRQT / new to Y6 and 1x experienced Y6 (new to school). Mr Lilley agreed that he would look carefully at the end of year data with these queries but assured governors that these were probably cohort glitches rather than trends.</p> |  |
| 8) | <p><b><u>Report from the Corporate Director for Consideration / Action</u></b><br/>(Encs)</p> | <p><b>Child Sexual Exploitation (CSE) - Report for Action / Information</b><br/>A copy was circulated with the agenda as well as a print out of a PowerPoint presentation on Child Sexual Exploitation given at the Heads and Chairs Briefing April 2015.</p> <p>The Clerk informed that this subject was discussed at the Summer Term Clerk's</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |

meeting with the request to circulate to Governors for perusal. Karen Gardiner has been given a copy.

**Talk from Karen Gardiner on the Role of the Family Support Team and Update on Safeguarding Developments**

Karen said there are 4 main strands to their work: Family Support / Safeguarding and Training / Courses and Activities / Light Touch.

Children on caseload as at June 2015, 49.

Meetings attended since Sept 14 to May 15, **109**, (300hrs). (Mr Lilley attended 49, Karen 39, Emma Rodgers 9 and Sheryl Booker 12.) These meetings can be up to 3-4 hours at a time – representing a significant pressure on individual's abilities to prioritise other school based activities.

Courses / Activities: 121 parents attending, 57 in receipt of FMS (47%).

Family Support: Out of the 64 pupils in Reception, 21 pupils supported (33%), 13 of the 21 FSM (61%). 368 pupils in Y1-6, 98 pupils supported (24%). 70 of the 98 children FSM (51%). Throughout the whole school 160 FSM pupils, 111 pupils supported (70%).

Safeguarding: 75 children currently on list open to some form of assessment since September 2014. This includes Social Care and Multi-Agency assessments. Out of the 75, 54 were in receipt of FSM (72%).

Light Touch contacts: 83 in 5 weeks averaging 15 per week. FSM (66%). They are seen for 1 hour each.

Case Study File: Karen has a case study file in her room, useful to know for Ofsted purposes.

Working with other Agencies/Professionals: Karen informed she has established very good relationships with School Health, CAMHS and other agencies over the last term. She said she feels the Team can easily get in touch and seek advice/support from other professionals/agencies as there is respect for the work done here at the Academy and commonality.

Staff Training: The Inset Day in September will again cover Safeguarding Training. Topics this will included child sexual exploitation and female genital mutilation. Karen also informed that new legislation came in recently and that this as well as all updates regarding safeguarding is fed into T/A and Mid-day staff meetings as well as informing volunteers who work in school. New induction training with incorporate more safeguarding information.

Safeguarding Handbook: there is one in every classroom and Office areas which sets out the 'code of conduct' and procedures etc.

Intervention: She said intervention currently provides an intense support programme of work for approximately 6 weeks and that after trying different intervention packages for a number of years now she felt that this year the Family Support Team had finally got it right. A lot of work has been put in to how parents can access/ask for help/support/advice from the Family Support Team and/or Teaching Staff, in a more confidential and sensitive way.

|       |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                 |                       |                           |       |                     |                                      |       |                        |                         |       |                        |                            |       |                     |                |    |
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|       |                                                                          | <p><u>New Initiatives:</u></p> <ul style="list-style-type: none"><li>– Recognition of how mental health can impact on families, therefore holistic support offered with Reiki and Indian Head Massage.</li><li>– Citizen Advice sessions</li><li>– Paediatric First Aid for parents</li><li>– Re-branding Coffee Mornings to look at drop-in sessions.</li></ul> <p><u>Questions</u> Karen asked the Committee if they had any questions. There were none.</p> <p>Governors thanked Karen for her presentation and the excellent work that the Family Support Team do.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |                       |                           |       |                     |                                      |       |                        |                         |       |                        |                            |       |                     |                |    |
| 9)    | <p><b><u>Approval of In-Service Training Days 2015</u></b> (Enc)</p>     | <p>Mr R Lilley asked the Governors to approve the INSET DAYS.</p> <table><tr><td>Day 1</td><td>Wednesday 2 Sept 2015</td><td>Admin/Planning/Classrooms</td></tr><tr><td>Day 2</td><td>Friday 25 Sept 2015</td><td>Assessment/MAPA/Readiness for Ofsted</td></tr><tr><td>Day 3</td><td>Friday 23 October 2015</td><td>AWOL and target setting</td></tr><tr><td>Day 4</td><td>Tuesday 5 January 2016</td><td>Planning/Website/MAPA/AWOL</td></tr><tr><td>Day 5</td><td>Monday 25 July 2015</td><td>Disaggregated)</td></tr></table> <p>Mr Lilley reminded Governors that the School / Academy is ‘overdue’ an OFSTED inspection and this would likely be in the Autumn 2015.</p> <p>The Governing Body approved the Inset Days. Mr P Gawthorpe asked Mr Lilley if he would inform parents.</p>                                                                                                                                                                                                                                                                                                                                                                       | Day 1           | Wednesday 2 Sept 2015 | Admin/Planning/Classrooms | Day 2 | Friday 25 Sept 2015 | Assessment/MAPA/Readiness for Ofsted | Day 3 | Friday 23 October 2015 | AWOL and target setting | Day 4 | Tuesday 5 January 2016 | Planning/Website/MAPA/AWOL | Day 5 | Monday 25 July 2015 | Disaggregated) | RL |
| Day 1 | Wednesday 2 Sept 2015                                                    | Admin/Planning/Classrooms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                 |                       |                           |       |                     |                                      |       |                        |                         |       |                        |                            |       |                     |                |    |
| Day 2 | Friday 25 Sept 2015                                                      | Assessment/MAPA/Readiness for Ofsted                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |                       |                           |       |                     |                                      |       |                        |                         |       |                        |                            |       |                     |                |    |
| Day 3 | Friday 23 October 2015                                                   | AWOL and target setting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |                       |                           |       |                     |                                      |       |                        |                         |       |                        |                            |       |                     |                |    |
| Day 4 | Tuesday 5 January 2016                                                   | Planning/Website/MAPA/AWOL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |                       |                           |       |                     |                                      |       |                        |                         |       |                        |                            |       |                     |                |    |
| Day 5 | Monday 25 July 2015                                                      | Disaggregated)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |                       |                           |       |                     |                                      |       |                        |                         |       |                        |                            |       |                     |                |    |
| 10)   | <p><b><u>Review of Delegation and Organisation of Committees</u></b></p> | <p><b>Agree Committee Structure and Membership of Committees</b><br/><b>Approval of Delegation –Decision Planner 2015 / 16</b> (Copy Enc)<br/><b>Note Annual Planner 2015/16 to support agenda setting</b> (Enc)</p> <p>Mr Lilley asked if everyone was satisfied with the Decision Planner 2015-16 (as previously circulated for information at the last SIP Meeting), which has been adopted from a document emailed to Schools and Academies from Governor Services. The Clerk has prepared draft Committee remits from the function statements.</p> <p><b>It was agreed</b><br/>That the Decision Planner be approved and governors noted the delegated responsibilities of each committee.</p> <p>A discussion took place regarding the present Committee structure, functions, length of meetings etc. as well as Governor roles and how to monitor impact from decisions made in meetings. Mr P Gawthorpe said he would like a more focussed, streamlined approach and offered to write down his ideas and discuss them with Mr Lilley.</p> <p><b>Appointment / Re-Appointment of Link Governors</b><br/>To review again at the next Committee meeting.</p> | PG<br><br>Clerk |                       |                           |       |                     |                                      |       |                        |                         |       |                        |                            |       |                     |                |    |
| 11)   | <p><b><u>Governor Training</u></b><br/>(Enc. with Agenda)</p>            | <p><b>NCC Core Programme Training Courses</b></p> <p>A list of courses for the Summer Term 2015 was circulated with the agenda. The Clerk informed she has spoken to John Coales from NCC to ask him to email her courses for Autumn Term 2015 as soon as possible and will then email it to governors. John Coales informed it should be available very shortly.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Clerk           |                       |                           |       |                     |                                      |       |                        |                         |       |                        |                            |       |                     |                |    |

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|     |                                                   | <p><b>School Based Governor Training Courses</b><br/>A list of Governing Body School Based training courses 2015/16 was issued to Governors. From 1/4/15 these courses will be provided by the Services to School Service. Charge £200 per course / duration 2 hours. We are able to invite other school/academy governing bodies to share course at no extra cost. Bespoke course can be based on a governance related topic of our choice. Cost £300 (2 hr course) + additional £100 charge for planning and preparation.</p> <p><b>Training Co-ordinator</b><br/>Mrs A Buffrey, having tendered her resignation and currently off work, has held this role. The Clerk informed she has prepared a file and a training course request form and said she would be willing to work with whoever felt they could take on this role. No one felt able to take on the role so the Clerk offered to book training courses for governors. She would appreciate however if Governors would use the form she has developed to request training and will email everyone the form to keep as a template.</p> <p><b>NCC Nottinghamshire Governor Newsletter April 2015 and May 2015</b><br/>Copies of the two newsletters were circulated with the agenda. The Clerk asked if Governors if it was necessary to photocopy this for future meetings and was informed that it was not.</p> | Clerk    |
| 12) | <b><u>Governor Visits and Monitor Reports</u></b> | <p><b>NCC Nottinghamshire Governing Body Self-Review April 2015</b><br/>and<br/><b>A Framework for Governance: a flexible guide to strategic planning January 2015</b> (<i>Document produced by the National Governors' Association in collaboration with the Wellcome Trust</i>)</p> <p>Copies of these documents were circulated with the agenda. The Clerk said the documents were given to her at the Clerks Meeting and it was recommended that Governors complete the self-review before Ofsted visit. Mr Lilley asked governors to return to him on completion. He will use them for the SIP.</p> <p><b>Governor Monitoring Reports</b><br/>Previously these were returned to Mrs A Buffrey after completion. Please ensure they are now given to Mr R Lilley.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | All Govs |
| 13) | <b><u>Academy Budget</u></b> (Enc)                | <p><b>Approval of Budget 2015-2016</b><br/>This was discussed and approved at the recent FIP meeting, 2 June 2015. Mr Lilley asked the Governing Body for their approval.<br/><u>Question</u> Mr J Hemshall asked Mr Lilley if there has been any significant changes since the F&amp;P meeting and was informed there has not.</p> <p><b>APPROVED</b></p> <p><u>Reception Update</u><br/>Mr Lilley was asked if there had been any developments in regard to possible changes to the Reception area. Mr Lilley said the cost of one of the cheapest options had come in at £78,000 – far too much, and not something that we could take further. However some very good ideas were suggested. Mr Lilley informed Governors that some of the ideas could probably be realised at a fraction of the cost and would be pursuing these with other suppliers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |

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|                                                                                                              |                                                        | <p><b>Pupil Premium Grant Expenditure: Report to Governors – 2014/15</b></p> <p>Total number of pupils on roll 505<br/> Total number of pupils eligible for PPG 240 (1 a gifted child in maths)<br/> Amount of PPG rec. Per pupil £1300<br/> Total PPG received £312,000</p> <p>Mr Lilley delivered a 5 page comprehensive report which included</p> <ul style="list-style-type: none"> <li>– Previous performance of disadvantaged pupils</li> <li>– Objectives in spending PPG</li> <li>– Summary of Spending and actions taken</li> <li>– Outcomes to date.</li> </ul> <p>There has been an increase in the performance of pupils making expected progress in Reading, Writing and Maths.<br/> The Family Support Team sees the largest element of PP expenditure and providing therapeutic support costs a lot of money.<br/> Music (Additional) £990 – Mr Lilley said it is very difficult to give an objective outcome though he will provide latest research on effect of Music on primary aged pupils for Governors perusal.<br/> Uniforms – likely to be a large element next year and the year after.</p> |       |
| 14)                                                                                                          | <b><u>Dates of Meetings for next Academic Year</u></b> | <p><u>Next Full Governor's Meeting</u><br/> <b>Thursday 3 December 2015, 1.30pm, Conference Room 1.</b></p> <p><u>Schedule of Forthcoming Meetings / Events Listing</u><br/> A date error was noted on the schedule regarding Safeguarding Training at the beginning of September. This will take place on <b><u>Wednesday 2 September 2015 at 9am</u></b>. The Clerk will email an amended schedule to everyone and also post a copy to Mr J Shephard's home address.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Clerk |
| 15)                                                                                                          | <b><u>Confidential Items</u></b>                       | The Committee considered that items relating to Staff were confidential and should be recorded separately.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |
|                                                                                                              |                                                        | There was no other business. The meeting closed at approximately 4.40pm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |
| <p><b>Signed</b>..... <b>Date</b> .....</p> <p>Mrs S Cutts, Chair / Acting Chair (delete as appropriate)</p> |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |

