

**TWO WATERS PRIMARY SCHOOL GOVERNING BODY  
MEETING ON TUESDAY 4 FEBRUARY 2014 AT 6.30 pm  
MINUTES**

**Present:** Mahjabeen Ahmed  
Valerie Askins  
Steve Bradley  
Tim Gately  
Julia Horne  
Scott Isaacs  
Joy Larkin  
Nicola O'Connell  
Barbara Speer  
Joanne Summers  
Jennie Witter (in the Chair)  
Michelle Woodmore

**Absent:** Jo Conway  
Steve Bradley

**In attendance:** John Conlon (Clerk - covering for Eileen Heylin)

No		Action
1	<p><b>Apologies and consent</b> Apologies were received from Jo Conway,. Thisese absences wereas approved. Michelle Woodmore was welcomed as the a new Staff Governor.</p>	
2	<p><b>Declaration of Conflict of Interest</b> There was no conflict of interest with the items on the agenda.</p>	
3	<p><b>Approval of Minutes:</b> Approval was given to the Minutes of the meeting of 12 November which were duly signed.</p>	
4	<p><b>Matters Arising</b>  <b>i Behaviour and Discipline Policy:</b> following a review, this has been set and agreed with staff, who now have the task of implementing it. <b>Adopted.</b> To be reviewed in two years, if not sooner. It is on the agenda for the Inset Day (22<sup>nd</sup> April) for further consideration.  <b>ii Non-teaching representative on Governing Body:</b> Michelle Woodigmore was welcomed. She is working with a child with complex medical needs and is also a nurse. She was invited to join the Curricular Committee.  <b>iii Updating of web-site including Governor Profiles:</b> if Governors are happy with the current content of their profiles, there is no need to update.  <b>iv Friday after-school club:</b> 11 children have registered an interest. Spaces will quickly be filled once it is up-and-running. To be held in the Nursery. The club will provide a not-for-profit, caring environment (staffed by TAs) on site until 5.00. A member of the SLT will stay on to support any late collections.</p>	
5	<p><b>Staffing Update</b> As discussed in committee, some recent changes were noted.</p> <ul style="list-style-type: none"> <li>• Recruitment for Reception is being addressed, specifically an Early Years specialist, to start in September. Existing staff will be deployed to cover in Year 3 until the start of the next academic yearn.</li> <li>• Another advert will be has been placed to provide support for a statemented</li> </ul>	

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	<p>child. Exceptional needs funding may be applied for to cover some of the costs. Two applications have been received. Speech and language expertise will be invaluable.</p> <ul style="list-style-type: none"> <li>The purpose of a statement (legally binding in nature) was explained by JS, ensuring the school upholds its responsibilities towards a pupil. In future, there is also the option of a care plan (reflecting social care needs).</li> </ul>	
6	<p><b>Reports of Committees:</b></p> <p><b>Curricular Committee:</b> MA reported on the meeting of 3rd December. Highlights: feedback on recent visits (looking at Big Writing) received. December: standards visit update noted. Judged to be satisfactory good. Roles of Literacy Link Governors discussed (JS &amp; JL) Mr Hakner is Y6 teacher and PE coordinator who can explain how sports premium funding is to be being allocated.</p> <p><b>Non-Curricular Committee</b> SI reported Highlights: the budget was reviewed in great detail, while the Head provided an update on current developments. Ways of utilising the carry over are being considered.</p>	
7	<p><b>Headteacher's Report</b></p> <p>The Headteacher's report had been previously circulated and the following matters were highlighted and questions taken:</p> <ul style="list-style-type: none"> <li>Pg 1 text clarified: 'children will be given the opportunity to do their own topics in Big Writing'.</li> <li>Achievement &amp; Standards: reviewing progress in the autumn term, all children made at least 1 point APS. The next assessment period is after half-term.</li> <li>Different vulnerable groups and their progress are being analyzed.</li> <li>Intervention groups have taken place.</li> <li>Additional staffing has allowed a staff member to work with EAL PP pupils. Subject leaders conduct a learning walk each week in preparation for the arrival of the new National Curriculum.</li> <li>In EYFS, 'Unique Child' focus ensures not all pupils are receiving the same tuition. Room swop encouraged children to learn through play. The larger room has defined areas of learning with clearly-labelled resources. It has had a positive impact observed Nicola.</li> <li>The outside learning area is readily accessible. Weather has curtailed outdoor learning.</li> <li>3 children in Reception are working below age-related expectation and steps on how to support them are being explored, including attending extra-curricular clubs. I-pads have been acquired.</li> <li>An extra Gifted &amp; Talented support group is underway.</li> <li>100% of lessons observed were either good or outstanding. Active learning is in evidence.</li> <li>Behavior: high standards are being maintained.</li> <li><b>Q: are homework packs still in use?</b> A: KS2Y1 still use them. Assessing the right level of homework is difficult to get right for all parents.</li> <li>Leadership &amp; Management: parent volunteers in Reception are welcome.</li> <li>Subject leaders conduct learning walks with a specific focus.</li> <li>New Parent forum meeting takes place next week. A link has been added to the website.</li> <li>JS observed how follow-up actions can be fed back to parents (eg you said, we did).</li> </ul>	

<ul style="list-style-type: none"> <li>• SDP: the latest version is on display in every class.</li> <li>• Fire drill: school evacuated in 2 minutes – well done.</li> <li>• Admission: number of roll Addition: Y1 31; Y2 31 (including the addition of twins). This is a temporary measure due to high demand. Any departures will not be replaced.</li> <li>• <b>Attendance:</b> persistent illness incidents are investigated. The option to issue fines to repeat offenders can be deployed. Absence has a major impact on the learning and attendance data. The Head has the scope to interpret ‘exceptional circumstances’. An Attendance Policy would be useful here. Unauthorised absence to be an Agenda item for the next meeting: 29<sup>th</sup> April.</li> <li>• <b>Q: are there any case studies substantiating the impact of such absence on learning? What are other schools doing?</b> A: Some apply a zero-tolerance approach.</li> <li>• 1 half day Exclusion noted.</li> </ul>	<b>Agenda</b>
<p><b>8</b> <b>Terms of Reference</b> The proposal for these meetings to be open to the public is under review. Other key tasks to include: monitor attendance; set pupil performance targets 3 governors to be trained in Headteacher’s Performance Management (2 at present) and supported by Pippa Bremner. SI volunteered, for which many thanks. Training is available Otherwise, the Terms of Reference were <b>agreed</b> and can now be posted to the website.</p> <p><b>Code of Conduct</b> <b>Agreed</b> as it stands. Copies to be available in the office to sign. 7 Nolan Principles of public life to be upheld: Selflessness, Integrity, Objectivity, Accountability Openness, Honesty &amp; Leadership.</p>	<b>SI</b>
<p><b>9</b> <b>Staff Evaluation</b> The draft template from Ofsted was reviewed. Once agreed to be circulated in the summer term (based on the Ofsted feedback form issued just before an inspection). The views of the 38 staff members will be canvassed and reviewed. SI suggested piloting Survey Monkey to assist with the analysis. It also has applications for the parent questionnaire.</p> <p><b>Governor Self-evaluation</b></p> <ul style="list-style-type: none"> <li>• 6 responses received, reported MA. ‘Good’ to ‘outstanding’ was the evaluation. The need for more frequent skills audits noted.</li> <li>• Parent governor elections needed. Clerk to get a copy of the Instrument to confirm where the vacancies lie.</li> <li>• Overall effectiveness judged to be good to outstanding.</li> <li>• Training; Skills audit: Clerk to get the training report</li> <li>• Strategic vision</li> <li>• Is the planning cycle linked to the committee agendas?</li> <li>• Good use is made of support from the Governance services.</li> <li>• Do all members contribute to meetings?</li> <li>• Questioning is crucial and this is noted in the minutes as evidence of challenge.</li> <li>• More collaboration with other schools to be encouraged.</li> <li>• The Chair’s role was commended. Governors feel they are having an impact.</li> </ul> <p>Thanks recorded to those Governors who responded (this was the first such questionnaire)</p>	<b>Clerk</b>  <b>Clerk</b>

