

# Moulton School

## Minutes of the Full Governing Body Meeting held on Thursday 2<sup>nd</sup> December 2010 at 7.00 pm

No.	Subject	Action
	<p><b>Present:</b></p> <p>Trevor Jones (TJ) (Head Teacher), Geoff Otley (GO) (Chair), Richard Hollis (RH), Robin Chapman (RC), Lesley Proctor (LP), Rosemary Lucas (RL), Angie Dabbs (AD), Simon Barrick, (SB), Steve Uden (SU), Rev Peter Breckwoldt (PB), David Sherwood (DS), Michelle Devine (MD), Nigel Smith (NS), Anne Jeffrey (AJ), John Hancock (JH).</p> <p><b>In Attendance:</b> Mr Peter Earl (Clerk), Andy Lancaster (AL), Dominic Lowe (DL),</p>	
1	<p><b>Apologies:</b> Johanna Brake (JB)</p> <p><b>Absent:</b> Fiona Polynj (FP) Judy Shephard (JH)</p>	
2	<p><b>Welcome:</b></p> <p>The chair welcomed three new governors:</p> <ul style="list-style-type: none"> <li>• Michelle Devine – Parent</li> <li>• David Sherwood – Parent</li> <li>• Nigel Smith - Parent</li> </ul> <p>The Chair also welcomed our guest speakers, Andy Lancaster and Dominic Lowe.</p>	
3	<p><b>Record of pecuniary interests:</b></p> <p>The chair asked all governors if anyone needed to record a pecuniary interest. None were recorded. In addition the chair asked the three new governors to contact him if they felt this was applicable to them.</p> <p>The school has a form for declaring these interests and the chair agreed to send one to each new governor. These should, where appropriate, be completed and returned to Judith Bambrough at the school.</p>	<p><b>Chair MD/NS /DS</b></p>

<p><b>4</b></p>	<p><b>Declaration of financial interests:</b></p> <p>Richard Hollis declared his wife worked at the school, and hence was affected by the pay and benefits review.</p> <p>John Hancock declared that, as support staff governor, he was affected by the pay and benefits review.</p>	
<p><b>5</b></p>	<p><b>School Presentation: Able, Gifted &amp; Talented (AG&amp;T) Policy:</b></p> <p>Andy Lancaster and Dominic Lowe presented the proposed changes to the above policy.</p> <p>The objectives of the policy are:</p> <ul style="list-style-type: none"> <li>• Increase the impact of gifted &amp; talented provision</li> <li>• Raise attainment of all students</li> <li>• Raise aspirations, expectations and responsibility</li> <li>• Provide a platform on which to build for the future</li> </ul> <p>The presentation was divided into four areas. They are:</p> <ol style="list-style-type: none"> <li>1. <u>Definitions</u>  <u>Able</u> – students who have the ability to achieve above average in one or more subject areas.  <u>Gifted</u> – students who have the ability to achieve significantly above average in one or more subject areas.  <u>Talented</u> – students who have the ability to achieve significantly above average in areas including practical abilities.</li> <li>2. <u>How Identified</u>  Each curriculum area will be asked to identify the top 10% of students based on attainment, assessment data, target grades and other criteria as defined in the departmental handbooks. Those included could be removed if they fail to maintain the required criteria and others could be added. Other ways to help identification could include discussion with staff, students, peers and parents.</li> <li>3. <u>Enrichment</u>  The objective of this is to provide opportunities for able students to use skills outside of the curriculum. This could include the use of extra curricular activities, local and national competitions, university visits, guest speakers, able gifted &amp; talented club (years 7 &amp;8), and able gifted and talented group work.</li> <li>4. <u>Handbooks</u>  Handbooks providing guidance and points of reference would be available for staff to access on the S drive of the school computer system.</li> </ol>	

	<p>The governors were presented with an opportunity to ask questions and challenge the proposed changes.</p> <p>Questions asked were:</p> <ul style="list-style-type: none"> <li>• How many students do we envisage being included across the whole school? – <i>answer</i> - 10%</li> <li>• How would its effectiveness be judged? – <i>answer</i> - an assessment would be carried out in September 2011, using national standards as a benchmark.</li> <li>• Do we identify those suitable on performance or potential? – <i>answer</i> - both. It was felt year 7 was key to the policy. Contact could be made with feeder Primary Schools and key stage 2 results could be used to identify those students who could be able, gifted and talented at an early stage.</li> <li>• Will there be movement of students? – <i>answer</i> - the register will be flexible with both movement onto and from it. Those that have the potential will be able to benefit from the enrichment programme.</li> <li>• How do we not demotivate those students who do not quite make it onto the register? – <i>answer</i> – the departmental handbooks will provide guidance on this. A key part of the policy is to raise aspirations. Feedback will be sought from students on the effectiveness of this.</li> <li>• Are there any financial benefits for the school? – <i>answer</i> – no.</li> <li>• Do we IQ test students - <i>answer</i> – no. It is important to capture the right students for inclusion. Approximately 25% of year 7 students attained level 5 in their KS 2 test. These are the target base for potential A &amp; A* students.</li> <li>• It was felt there was a lack of detail surrounding the enrichment programme. It was agreed that each subject area would be encouraged to add to these ideas.</li> <li>• How much time would be dedicated to this policy? – <i>answer</i> – It was felt that someone in each subject area needed to own the policy and be a point of contact for staff within those areas. It was agreed that each area should share best practice with other areas. The handbook would be a living, working and evolving document.</li> </ul> <p>As there were no further questions, Andy and Dominic left the meeting. (7.30pm).</p>	
<p><b>6</b></p>	<p><b>Minutes of the full governors meeting held on 30 September 2010:</b></p> <p>These were agreed as accurate and accepted.</p> <p>The minutes were signed by the chair.</p>	
<p><b>7</b></p>	<p><b>Matters Arising:</b></p> <ul style="list-style-type: none"> <li>• Page 1 – the three parent governor vacancies have now been filled.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Page 2 – the chair requested that future minutes are paginated.</li> <li>• Page 3, item 7 – It was again re-emphasised that all governors should be CRB checked.</li> </ul>	<b>CLERK</b>
<b>8</b>	<p><b>Finance sub committee report:</b></p> <p>At the meeting held on 3<sup>rd</sup> November 2010, Rosemary Lucas was re-appointed as the chair of committee.</p> <ul style="list-style-type: none"> <li>• A monthly review of budget headlines will be undertaken.</li> <li>• The overspend reported on administration does not exist – this was due to incorrect recording.</li> <li>• The finance for the sports complex previously undertaken by Northamptonshire County Council was now done in-house by the school. Initial problems in setting up supplier accounts had been experienced. It was reported that progress has been made in this area.</li> <li>• There was a likely overspend on teaching, due in part to cover for sickness and maternity.</li> <li>• The overall budget is not overspent.</li> <li>• Supply teaching spending had decreased.</li> <li>• The next meeting of the committee is to take place on 2<sup>nd</sup> March 2011.</li> </ul> <p>Governors were provided with the opportunity to raise questions and challenge the report. No points were raised.</p> <p>At this point the chair asked the new governors to think about which of the committees they would like to sit on and let him know.</p>	<b>MD NS DS</b>
<b>9</b>	<p><b>Quality &amp; Assurance sub committee report:</b></p> <ul style="list-style-type: none"> <li>• There is an underachievement of boys in KS 4. There is no immediate explanation and the head is aware of this. It has not been a historical problem for the school.</li> <li>• The proportion of students attaining A &amp; A* grades at GCSE is disappointing. Strategies are in place to address this and there are encouraging signs that the intervention policies work. This has been evidenced by the success in the 6<sup>th</sup> form. Targets and action plans are in place to address under achievers and under achievement.</li> <li>• “Booklet 99” – this guide setting out 99 ways to improve achievement has been well received.</li> <li>• There is good development in middle leadership.</li> <li>• A raising achievement group has been established to drive forward improvements in this area.</li> <li>• Attendance – there are no cause for concerns in this area.</li> <li>• Behaviour for learning policy – this is having more impact and</li> </ul>	

	<p>showing encouraging signs of working.</p> <ul style="list-style-type: none"> <li>• Improvement plan – there will no longer be a requirement to complete a self evaluation form (SEF).</li> <li>• The school may no longer receive visits from a School Improvement Partner (SIP) from next academic year. In view of this it was felt that the governing body QA sub-committee would be very important in ensuring the appropriate monitoring and challenge.</li> </ul> <p>Governors were provided with the opportunity to raise questions and challenge the report.</p> <p>It was raised that the process for designating and re-designating specialist status no longer exists. It was planned to incorporate the financial benefits of specialist status into the overall school budget.</p> <p>The question was then asked whether the school would change its name – answer – there are no plans to. At some point in the future we may need to look at other options including academy status.</p> <p>At this point Rev Peter Breckwolt left the meeting (7.55pm).</p>	
<p><b>10</b></p>	<p><b>Sixth form governor visit:</b></p> <p>A successful visit was made by Lesley Proctor.</p> <p>A question and answer session was undertaken with two key questions being discussed.</p> <ol style="list-style-type: none"> <li>1. What would you say is good about the school?</li> <li>2. What would you change if you were in charge of the school?</li> </ol> <p>Feedback from students was positive with them feeling closer to the staff than they had in the lower part of the school. There is a good staff-student relationship.</p> <p>Students said they would change the cost of bus passes, and sought more guidance in the transition from year 11 to 12. This was related to the move to independent learning. They felt supported in making UCAS applications.</p> <p>Lesson observation showed lots of interaction, enthusiasm and engagement.</p> <p>There is evidence of intervention policies – the removal of home study if results were not as expected is an example of this.</p> <p>University workload expectations have been discussed with students.</p> <p>There are lots of skills within the governing body that could be shared with the students and this is to be encouraged.</p>	

<p><b>11</b></p>	<p><b>Chair of governors discussion with staff:</b></p> <p>In early October the chair met with 14 members of staff to seek their views and feedback.</p> <p>There was positive feedback for the behaviour for learning policy.</p> <p>It was acknowledged that there was a need to increase motivation and aspirations of students. The use of role models, possibly former students, was discussed and the need for greater emphasis on the able, gifted and talented.</p> <p>Appearances matter both in terms of the school building and students. Relatively little money need be spent on re-decoration of some areas of the school and the introduction of the uniform card system had been effective.</p> <p>There was a recognition that staff were under pressure.</p> <p>There were no representatives of non teaching staff – it was felt the inclusion of these in future discussions should be considered.</p>	
<p><b>12</b></p>	<p><b>Sixth form admissions policy:</b></p> <p>Amendments were made and agreed to the following:</p> <ul style="list-style-type: none"> <li>• Page 1 – Internal applicants – points 1 &amp; 2 - insertion of maximum of one vocational double award.</li> <li>• Page 1 – External applicants – points 1 &amp; 2 - insertion of maximum of one vocational double award.</li> <li>• Page 1 – Internal applicants – point 3 insertion of a grade C in both English &amp; Maths.</li> <li>• Page 1 – External applicants – point 3 insertion of a grade C in both English &amp; Maths.</li> </ul>	
<p><b>13</b></p>	<p><b>Pay &amp; benefits update:</b></p> <p>Discussions have taken place with those affected. The school have stepped outside of the Local Authority structure, which as a Foundation School it could do. Restructuring has taken place where possible, and the cost to the school will be £10,200. There are still three members of staff who will lose more than £2000 salary. Of the 70 support staff, 14 have yet to sign the new terms of employment. Of this 14, 8 are in fact due an increase in salary, 1 is off sick, 1 on maternity leave and the remaining 4 will see a reduction in their pay.</p> <p>No appeals have been made.</p>	

	<p>A question was raised as to whether pay protection could be put in place for a period of 12 months following the reduction for those affected staff. The possible cost of this would be in the region of £12-£15000.</p> <p>The pay policy was agreed.</p>	
<p><b>14</b></p>	<p><b>AOB:</b></p> <p><u>Community governor vacancy:</u> The chair asked if anyone knew of a suitable candidate to fill this position.</p> <p><u>Governor visit – school council and student voice:</u> Anne Jeffrey is to undertake this visit and report back to the governing body.</p> <p><u>Moulton Trust:</u> A parent representative is required to join this committee. Meetings are held once a term. The trust helps to purchase equipment for the school and provide financial assistance for qualifying pupils and activities.</p> <p><u>NGA (National Governors Association) affiliation:</u> The cost of this would be £250 per year. For this the school would receive access to legal services, and discounted insurance, amongst other benefits. The chair recommended the joining of this. A question was asked as to the actual legal benefits, and it was agreed that these would be investigated. The governing body agreed to affiliate.</p> <p>As there was no other business the meeting was declared closed at 9.02pm.</p>	

Signed:..... Date: .....