

**GOVERNING BODY OF THE FEDERATION OF ST. NICHOLAS C OF E MIDDLE  
SCHOOL, PINVIN, AND PINVIN C OF E FIRST SCHOOL**

**Minutes of a FGB meeting held 10<sup>th</sup> February 2015 at 6:00pm**

**Present:**

Kevern Oliver	KO GB Chair	Warren Bennett	WB PFS HoS
Judy Dale	JD	A Best	AB EHT
Sue Townley	ST	Nick Watkins	NW
David Manning	DM	Phil Norbury	PN
Jean Ounsted	JO GB Vice Chair	Eli Tudge	ET
Richard Elliott	RE	James Montgomery	JM
Sara Marklew	SM Clerk to Governors		

**Governor questions indicated in bold**

1	Welcome	Action
a	<ul style="list-style-type: none"> <li>• SLT members were welcomed to the presentation</li> </ul>	
2	<p><b>Presentation by Laura Brown (LB) on the Gypsy, Roma, Traveller (GRT) Community</b></p> <p><b>Role and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Ensure fair access to education based on need and respect for the GRT culture</li> <li>• Overcome barriers to pupils achieving their potential</li> <li>• Facilitate liaison between stakeholders. Improvements noted.</li> <li>• GRT team of 5 staff with designated localities provides care from 0-19</li> <li>• Offer training on GRT culture to schools</li> <li>• Pool of resources for loan e.g. books, trailer boxes</li> <li>• Offer daily guidance and advice for staff and pupils e.g. workshops, assemblies, one-to-one support and small group activities/clubs</li> <li>• AB Interested in the stepping stones programme, a club for younger GRT pupils. LB to provide further information</li> <li>• Provide administration support where literacy levels are low e.g. forms and reports</li> <li>• Supported families may be of English/Welsh/Irish descent and includes showman/circus families and some new-age families who choose the lifestyle</li> <li>• 5 traveller sites in the area; 1 LA, 1 new age and 3 privately owned with additional housed families. LB to ascertain number in response to a Governor question.</li> <li>• Site families and housed families co-exist and interact amicably</li> <li>• 30/40 families in all with 90 children of school age</li> <li>• Team funding secured until 2016</li> </ul>	<b>AB</b>
	<b><i>WB and ET arrived at 18:10</i></b>	
b	<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Pupils failing to attend PHS is an issue but improvement seen as parents increasingly want children to be literate</li> <li>• Travelling lifestyle impacts on education so team assists in finding</li> </ul>	

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	<p>school places in new locations</p> <ul style="list-style-type: none"> <li>• Strong, extended family relationships mean that children are removed from school for family events</li> <li>• Close-knit and protective community ties</li> <li>• Tradition dictates that children are involved in hands-on work with education a secondary concern</li> <li>• Children expected to follow in parental footsteps with girls often expected to stay at home</li> <li>• Girls may have low aspirations and are happy to stay at home</li> <li>• Racist stereotyping engenders a lack of trust between GRT and non-GRT</li> <li>• Private culture means that wider community has a negative viewpoint as good news is not spread widely</li> <li>• Parents reluctant to allow children to receive sex education</li> <li>• Outdoor lifestyle means children struggle in a formal environment so outdoor learning is key</li> <li>• Lack of support at home for learning as many parents have low literacy levels</li> </ul>	
<b>c</b>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Be inclusive, welcoming and supportive</li> <li>• Willingness to understand the culture and raise awareness</li> <li>• Actively engage with, and use GRT resource</li> <li>• Recognise and deal with issues</li> <li>• Allow GRT children a voice; involve in Pupil Council</li> <li>• Recognise good practice</li> <li>• Encourage displays, workshops and outdoor learning which is particularly effective in promoting attendance</li> <li>• Invite GRT parents to join school trips if children are not participating</li> </ul>	
	<b>NW arrived at 18:25</b>	
<b>d</b>	<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Change is evident and traditionally held views of GRT families are shifting</li> <li>• Minibus suggested to ferry GRT children to/from school but GRT community sees this as a risk</li> <li>• GRT and non-GRT co-exist well at PFS but WB felt there is a fine balance between recognising the culture and fairness. It can be irritating if perceived that GRT families do not have to follow rules</li> <li>• LB happy to support a GRT parent as a Governor given large GRT community in PFS. Would be an invaluable perspective for GB. AB to explore with LB</li> <li>• DM requested names of schools with similar GRT %age to benchmark performance/share best practice. Defford suggested but LB to advise.</li> <li>• PN stressed importance of knowing if a family is GRT. LB willing to talk to families to establish history but noted that a family will not consider itself GRT if it does not live the culture and that there is a fear of being stereotyped</li> </ul>	<b>AB</b>
	<b>JM arrived at 18:35</b>	
	<ul style="list-style-type: none"> <li>• GRT team will share information with colleagues elsewhere in the</li> </ul>	

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	<p>country if a family moves but not all areas offer specific GRT support; ethnic minority support may be offered instead</p> <ul style="list-style-type: none"> <li>• KO and AB thanked LB and stated that GB is committed to offering the best for the local GRT community in delivering an effective pupil premium plan</li> </ul>	
	<b><i>LB and SLT visitors left at 18:40</i></b>	
	<b><i>Opening prayer: JD</i></b>	
<b>3</b>	<b>Apologies</b>	<b>Action</b>
<b>a</b>	<ul style="list-style-type: none"> <li>• DB and JK absent with approval</li> </ul>	
<b>4</b>	<b>Declaration of interests</b>	<b>Action</b>
<b>a</b>	<ul style="list-style-type: none"> <li>• JO - husband a Governor at Fladbury CE First School.</li> <li>• ST - neighbour audits school fund account.</li> <li>• WB - partner is Head of a cluster school.</li> <li>• DM - employee of Wychavon District Council</li> </ul>	
<b>5</b>	<b>Membership and roles</b>	<b>Action</b>
<b>a</b>	<p><b>PFS Parent Governor</b></p> <ul style="list-style-type: none"> <li>• PFS Parent Governor nominations to be requested after half term</li> <li>• Include information on the level of commitment required</li> <li>• KO to contact Jo Colin for details of potential candidate</li> <li>• Governors to proactively promote the role</li> </ul>	<p><b>Clerk</b></p> <p><b>KO</b></p> <p><b>ALL</b></p>
<b>b</b>	<p><b>Foundation Governor</b></p> <ul style="list-style-type: none"> <li>• Letter of thanks sent to Gary Robinson following resignation</li> <li>• Collective worship celebration of Gary Robinson's contribution and ongoing citizenship award instigated in SNMSP with engraved trophy</li> <li>• Governors wished to acknowledge Gary Robinson's massive contribution, in particular during his time as chair</li> <li>• JD to assume vacant Foundation Governor post when the new Priest-in-Charge of Pershore Abbey takes up the ex-officio position</li> </ul>	
<b>c</b>	<p><b>Co-opted PFS Staff Governor</b></p> <ul style="list-style-type: none"> <li>• ET is resigning as a Governor from 27.3.15 and colleagues thanked her for her contribution</li> <li>• AB and WB to identify new PFS staff governor (teacher or TA) for co-option</li> <li>• GB would benefit from further teacher members</li> </ul>	<b>AB WB</b>
<b>d</b>	<p><b>Co-opted Governors</b></p> <ul style="list-style-type: none"> <li>• Governors keen to identify a GRT parent for co-option</li> <li>• Committee chairs will progress recruitment for co-opted places</li> </ul>	
<b>e</b>	<p><b>Committees and individual Governor responsibilities</b></p> <ul style="list-style-type: none"> <li>• DM appointed vice-chair of Resources</li> <li>• RE and JD appointed chair and vice-chair respectively of S&amp;C</li> <li>• JO to oversee safeguarding in SNMSP as an interim measure</li> <li>• S&amp;C to appoint vulnerable pupil governor</li> </ul>	<b>S&amp;C</b>
<b>f</b>	<p><b>Skills audit/ development plan</b></p> <ul style="list-style-type: none"> <li>• KO noted the wealth of experience on the GB and commitment to</li> </ul>	

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	<p>development</p> <ul style="list-style-type: none"> <li>• Governors to maintain personal training records on SNMSP website (professional training may be included)</li> <li>• Committee chairs to develop a longer term Governor development plan</li> </ul>	<b>NW RE DB</b>
<b>g</b>	<p><b>GB role</b></p> <ul style="list-style-type: none"> <li>• GB already fulfilling Lord Nash's expectations and becoming ever more effective and successful</li> <li>• GB activity to be logged as evidence to measure effectiveness</li> <li>• KO to circulate governance questionnaire</li> <li>• Governors encouraged to read pages 1-31 of Governors Handbook (see website)</li> </ul>	<b>KO ALL</b>
<b>6</b>	<b>Minutes of last meeting</b>	<b>Action</b>
<b>a</b>	<ul style="list-style-type: none"> <li>• Minutes of 9.12.14 approved</li> </ul>	
	<i>Refer to action log for matters arising update</i>	
<b>7</b>	<b>EHT update</b>	<b>Action</b>
<b>a</b>	<ul style="list-style-type: none"> <li>• SIP, data and SEF discussed at length in T&amp;L and a schedule for publishing school data agreed</li> </ul>	
<b>b</b>	<ul style="list-style-type: none"> <li>• AB advised of improving teaching, though more rapid improvement in SNMSP than PFS. Teaching is generally stronger in SNMSP though staff there had the lower starting point. He was pleased to note a significant shift in performance in YR. He invited questions</li> <li>• <b>PN – how do you gauge pupil voice?</b> AB cited conversations with pupils via conferencing, listening during observations and from pupil books</li> <li>• <b>PN – how does mentoring work and is time dedicated to it?</b> The LA provides some coaching/mentoring support and the SLT positively supports planning and teaching for individuals where performance is a concern. Mentoring is imposed and capability procedures initiated where there is no impact. Historic issues are being addressed. Staff generally see this as a positive process.</li> <li>• <b>DM – Are we seeking support from LA HR?</b> Yes</li> <li>• <b>PN – is there any negative impact on the SLT?</b> No. The SLT has developed into its role and is prepared to take hard decisions</li> <li>• <b>PN – Is there a plan if staff resign?</b> AB noted that most practice is improving but uncertainty is a challenge. Current long-term absence is covered internally. Further absence will be managed on a permanent supply basis for continuity and security of teaching.</li> <li>• <b>JO – is there any impact on pupils?</b> Short-term supply can have an impact</li> <li>• <b>PN – Are we sharing the knowledge base?</b> Staff are sharing practise and trying new approaches</li> <li>• Governors were united in their support for AB and processes implemented to improve teaching and learning and were confident in results being achieved</li> </ul>	

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<b>c</b>	<ul style="list-style-type: none"> <li>• Governors agreed to attend Pupil Parliament/School Council meetings on a rota basis to witness pupil voice</li> <li>• Meeting dates to be circulated</li> <li>• Remix minutes to be circulated</li> <li>• Suggested that Pupil Parliament talks to Governors</li> </ul>	<b>ST/WB ST AB</b>
<b>d</b>	<ul style="list-style-type: none"> <li>• Governors were concerned that AB and WB have a heavy workload. AB commented that the capacity for delegation is now growing and that initiative and capacity to deliver amongst staff has increased. Some longer term objectives need initial input now if they are to be achievable. Both were assured of the full support of the GB</li> <li>• AB thanked KO for reducing demands on his time by assuming responsibility for strategic elements of the PHS debate.</li> </ul>	
<b>8</b>	<b>Pershore High School consultation</b>	<b>Action</b>
<b>a</b>	<ul style="list-style-type: none"> <li>• Governors received summary findings on the PHS debate in the briefing pack. These are supplementary notes</li> </ul>	
<b>b</b>	<ul style="list-style-type: none"> <li>• 61 survey responses equates to a very high response rate of 18% of families. 84% are against change, 16% in support and 7 families liked the idea but would not support a change</li> <li>• Survey to go on website and to be released to press</li> <li>• SNMSP stance is that it must build on and improve links around transition at whatever age whether in a 2 or 3 tier system and that will involve working/communicate with PHS in the best interests of pupils</li> <li>• ABMS has set up a Parents Voice Group and is strongly opposed to the proposal</li> <li>• DBMS is taking the middle ground between ABMS and SNMSP</li> <li>• PHS opinion has shifted over the course of the consultation with a commitment now to consider alternative solutions via pyramid discussions</li> <li>• The LA press release hinted at a preference for 2 tier education but it is unable to support an initiative that doesn't address pyramid-wide education needs. Its priority is education at minimum cost and there are no funds to develop a 2 tier system locally</li> <li>• Peter Luff has echoed these sentiments</li> <li>• PHSSG is hoping for a statement from Harriet Baldwin</li> <li>• KO has held an excellent meeting with PHS GB chair; this was the latter's first such meeting with a pyramid chair</li> <li>• KO to collaborate with Rob Phillips (GB chair PHS) on setting up a Governors pyramid forum</li> </ul>	<b>KO</b>

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c	<ul style="list-style-type: none"> <li>• Plan B is developing and considers response options to worst-case scenarios. SNMSP stands to lose 117 Y7 pupils.</li> <li>• Crowle interested in becoming an infant unit feeding in to PFS at Y3</li> <li>• Most likely proposal is for the Federation to become 2 form entry YR to Y2 and 3 form entry Y3 to Y6. This maintains 2 schools and optimises premises capacity</li> <li>• Pre-school has expressed interest in moving to the school site and this was seen as desirable in reinforcing YR numbers regardless</li> <li>• <b>RE – is there an issue in accommodating the pre-school given that it is a private organisation and the schools are maintained?</b> KO outlined 2 possible models a) pre-school remains a private entity run by a volunteer management committee paying the school rent b) GB runs pre-school as a profit making enterprise with its manager joining the SLT. Pre-school sees b) as the most secure option.</li> <li>• JO felt the pre-school would give a continuum of education and was logical developmentally</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>JM – would there be capacity to move pre-school on site if PHS does not proceed with Y7 admission?</b> Pre-school require 2 classrooms, a kitchen, toilets and an intervention room, DM, WB and AB are to look at possibilities for restructuring.</li> <li>• <b>JM – could SNMSP accommodate Y4-6 releasing Y4 space in PFS?</b> AB felt this was not ideal as it would cross KS1/2</li> <li>• Any arrangement must have diocesan and LA approval</li> <li>• Diocese is keen to protect Church schools; Val Houghton believes 1 form entry at PFS is a better model and is sensitive to the need for small village schools</li> <li>• JM felt that parents would be receptive to a bigger primary school as the bigger environment would be less of a contrast to PHS</li> <li>• AB continues to discuss possible models with cluster heads and will meet with them and the LA on 12.2.15 to review roll and housing statistics. All schools are protecting themselves.</li> <li>• If PHS commits to future change SNMSP parents will be requesting information and schools also need clarity</li> </ul>	DM WB AB
d	<ul style="list-style-type: none"> <li>• Following a meeting at PHS, DM believed it would not admit Y7 in 2016 or 2017 but may ask the LA to appoint a project manager. JO noted that Clive Corbett acknowledged the hurt and division caused and agreed PHS was unlikely to admit Y7 in 2016. He suggested a working group as a way forward but also made reference to academies</li> <li>• KO felt that with clarity on collaboration and trust a 2 tier system could emerge more naturally</li> <li>• PN felt it important that PHS is not allowed to lead/direct changes</li> <li>• JM was surprised that first schools see the PHS proposal as an opportunity to expand. RE felt this could only happen where there was capacity and that closures were inevitable</li> <li>• Governors need to be prepared/have a contingency plan as the status quo will not be preserved whatever the outcome</li> <li>• ST queried whether PHS would achieve anticipated Y7 numbers as parents could send children to Ridgeway Middle School or into Worcester. In addition GRT families tend not to choose PHS.</li> </ul>	

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e	<ul style="list-style-type: none"> <li>• Governors approved the letter of response to PHS consultation</li> <li>• Letter to be sent to PHS and put on the website with parent survey findings and parent consultation meeting notes</li> <li>• Letter to be additionally sent to parents who will also be advised by text</li> <li>• Governors debated the merits of an accompanying press release. It could be construed as seeking publicity/being confrontational. Fizz Bewley advises that website information is in the public domain and it is vital to take control to avoid misinterpretation. She suggested a synopsis of survey results demonstrating conciliation and an understanding of the needs of pupils</li> <li>• NW proposed advising PHS in advance of any release</li> <li>• Governors agreed that AB and KO approve a press release</li> <li>• PHSSG to pursue plan B and prepare for a statement post PHS announcement on Y7.</li> <li>• Governors also agreed that an on-site pre-school should be pursued.</li> <li>• On behalf of the GB, JD thanked KO for his work on the PHS issue.</li> </ul>	<p>ST</p> <p>ST</p> <p>AB KO</p>
9	<b>Report from School and Community Committee</b>	<b>Action</b>
a	<ul style="list-style-type: none"> <li>• Governors received a written summary report from the committee chair in the briefing pack</li> <li>• Claire Lording is to be licensed as the new Priest-in-Charge at Pershore Abbey on 29.5.15. She is an experienced Governor</li> </ul>	
10	<b>Report from Resources Committee</b>	<b>Action</b>
a	<ul style="list-style-type: none"> <li>• Governors received a written summary report from the committee chair in the briefing pack</li> <li>• NW highlighted the need for a review of pupil premium spending in conjunction with T&amp;L to satisfactorily demonstrate impact</li> </ul>	
	<b><i>PN left the meeting at 20:30</i></b>	
11	<b>Report from Teaching and Learning Committee</b>	<b>Action</b>
a	<ul style="list-style-type: none"> <li>• Governors received a written summary report from the committee chair in the briefing pack</li> </ul>	
12	<b>Report from Pay Committee</b>	<b>Action</b>
a	<ul style="list-style-type: none"> <li>• Governors received a written summary report from the committee chair at the meeting</li> </ul>	
13	<b>Christian distinctiveness</b>	<b>Action</b>
a	<ul style="list-style-type: none"> <li>• Governors received a written summary report from JD in the briefing pack</li> </ul>	
14	<b>Preparation for Ofsted</b>	<b>Action</b>
a	<ul style="list-style-type: none"> <li>• KO would like a group of governors prepared/rehearsed for Ofsted discussion/contact as a priority</li> <li>• Committee chairs to discuss an approach and determine information required from committees in advance of 17.3.15 FGB</li> </ul>	<p>RE DB</p> <p>NW</p>

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<b>15</b>	<b>Policies</b>	<b>Action</b>
<b>a</b>	<ul style="list-style-type: none"> <li>Staff discipline, conduct and grievance, data protection, finance, capability of staff and performance management policies were all approved.</li> </ul>	
<b>16</b>	<b>Any other business</b>	<b>Action</b>
<b>a</b>	<ul style="list-style-type: none"> <li>AB will seek cluster agreement on TED days in advance of GB approval.</li> </ul>	<b>AB</b>
<b>17</b>	<b>Next meeting</b>	<b>Action</b>
<b>a</b>	<ul style="list-style-type: none"> <li>FGB meets at 6:30pm on 17.3.15</li> </ul>	
<b>b</b>	<ul style="list-style-type: none"> <li>GB chair thanked the governor team</li> </ul>	
	<b><i>The meeting closed at 20:35</i></b>	

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## FEDERATION FGB ACTION LOG POST MEETING 10.2.15

Ref. No.	Action/Issue	Lead	By	Progress to Date	% complete	High Medium Low rating
9/100914/10c	Review meeting assessment form	KO DM Clerk	14.10.14	Draft complete - presentation to governors? To be tested in committees Testing underway	75%	L
17/141014/5a	Compile Governor development plan	KO, DB, NW, RE Agenda	9.12.14	Ongoing Centralised training record on website	20%	M
26/141014/14a	Committees to meet statutory policy responsibilities	DB RE NW	9.12.14	Under discussion Ongoing	60%	H
29/091214/4b /100215/5a	Seek out candidate for Parent Gov co-option	PFS Govs	asap	Parent governor nominations to be requested after half term		H
31/091214/11a	Report from Pay Cttee at next FGB	Clerk RE	10.2.15	Actioned	100%	
33/091214/5b	Dedicated emergency phone line to be installed for outgoing calls only	AB/ST		Research in progress		M
34/100215/2a	Consult with Laura Brown on Stepping Stones programme	AB				H
35/100215/2d	Discuss GRT Governor with Laura Brown	AB				H
36/100215/5a	Initiate parent governor nominations after half term	Clerk	23.2.15			H
37/100215/5a	Contact Jo Colin re potential Parent Governor candidate	KO	asap			H
38/100215/5c	Identify new staff governor for co-option	WB AB	asap			H
39/100215/5f	Committee chairs to compile long term governor development plan	RE NW DB				L

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Ref. No.	Action/Issue	Lead	By	Progress to Date	% complete	High Medium Low rating
40/100215/5g	Circulate governor questionnaire	KO				M
41/100215/5g	Read pages 1-31 of Governor Handbook	ALL				M
42/100215/7c	Circulate dates of Pupil Council/Pupil Parliament meetings	ST WB				M
43/100215/7c	Circulate Remix minutes	ST				L
44/100215/7c	Pupil Parliament to talk to Governors	AB				L
45/100215/8b	Collaborate with Rob Phillips (GB chair PHS) on setting up a Governors pyramid forum	KO				H
46/100215/8c	Complete site survey ref pre-school location	DM WB AB				H
47/100215/8e	Consultation response letter to PHS	ST	13.2.15	Complete	100%	
48/100215/8e	Consultation response, survey findings and parent consultation meeting notes to go on website	ST	13.2.15	Complete	100%	
49/100215/8e	Hard copy of consultation response letter to be distributed to parents alongside a text message	ST	13.2.15	Complete	100%	
50/100215/8e	Approve press release re response to PHS consultation	KO AB		Complete	100%	
51/100215/14a	Determine approach for Ofsted team and information required from committees	RE NW DB				H
52/100215/16a	Seek cluster agreement on TED days	AB				L

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