

**MINUTES OF THE MEETING OF THE  
MAYVILLE SCHOOL GOVERNING BODY  
HELD ON WEDNESDAY 21 MARCH 2018 AT 6:30PM AT THE SCHOOL**

Present: Mr Walter Harding (Chair) Trustee

**Trustees**

Ms Lorraine Barella  
Mr Rasheed Dauda  
Mr Alex Opoku-Boateng  
Ms Carnett Russell  
Mrs Ann Smart  
Mrs Chindo Singh  
Mr Josh Selfe

Clerk to the Trustees: Ella Coulson

Also, present: Alison Vardell, Teacher

**Summary of agreements and actions:**

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Completion date
4.3	Lorraine Barella to forward to Trustees the percentage of the pupil premium children at greater depth compared to those who are not.	Trustee	ASAP
4.5	Chindo Singh, Alex Opoku-Boateng and Josh Selfe to complete the SCR training.	Trustees	ASAP
5.1	Add use of the gym and Rasheed Dauda being made Fitness Monitor to Pupil wellbeing and safety.	<del>Ann Smart</del> Rasheed Dauda	ASAP
5.2	Trustees should be aware of how to get the quality mark and the approach they need to make. Trustees to read the report and demonstrate how they influence each area. Raise questions at the next meeting.	Trustees	Next GB
7.4	School to look to invest in a few step counters and award children who have done well to use it for a week or so. Rasheed Dauda to meet the PE coordinator.	Trustees	Next GB

**1. WELCOME AND APOLOGIES FOR ABSENCE**

- 1.1 The clerk welcomed all those present to the meeting.
- 1.2 The Clerk confirmed that the meeting was quorate with 8 Trustees present.
- 1.3 There was one confidential item to be discussed.

Chair's Initials:



**2. DECLARATIONS OF INTEREST**

- 2.1 There were no declarations made pertaining to any of the agenda items for this meeting.

**3. MEMBERSHIP**

- 3.1 Clerk to confirm Governing Body membership  
The clerk confirmed that there is currently one trustee vacancy and that no Trustees would come to their end of term this year.
- 3.3 To consider disqualification due to non-attendance  
The clerk advised that no Trustees were eligible for disqualification due to non-attendance.
- 3.4 The clerk confirmed that DBS checks have been completed by all Trustees and details are held on file by Governor Services

**4. MINUTES**

- 4.1 Trustees received the minutes of the governing body meeting held on 24 January 2018 and agreed these to be an accurate record of the meeting subject to changes made at the meeting. Mr Walter Harding signed a copy of the minutes and these were retained by the school.
- 4.2 **Matters arising:**
- 4.3 Minute 4.2: **Action: Lorraine Barella to forward to Trustees the percentage of the pupil premium children at greater depth compared to those who are not.**
- 4.4 Minute 6.7: 26 children are going swimming on a weekly basis, only 6 can swim 1 length. 22 cannot swim. The children are having 30 minutes every week.

Q: What is the sports coordinator view on the swimming?

A: Swimming has not yet been reviewed. If parents do not take them they will not be able to swim. The school has asked for more dates and have finalised another group to go swimming on a Friday at 2:30PM. The school are thinking about beginning lessons in year 3 instead of year 4. Swimming is now compulsory so the school is looking to start with a younger year group. The Schools ethos is always to expose children to things they would not always be exposed to. It is not typical for children not to swim.

- 4.5 Minute 9.1: Rasheed Dauda, Ann Smart, Carnett Russell and Walter Harding have seen Lorraine Barella and gone through the SCR training.

**Action: Chindo Singh, Alex Opoku-Boateng and Josh Selfe to complete the SCR training.**

**5. QUALITY MARK FOR SCHOOL GOVERNANCE (GLM)**

- 5.1 Ann Smart distributed basic answers to questions and asked other Trustees to comment.  
**Action: Add use of the gym and Rasheed Dauda being made Fitness Link Governor and to Monitor Pupil wellbeing and safety.**
- 5.2 For reading, Ann Smart has been working with Alison Vardell and has planned to look at the inference training which will happen early next term.  
**Action: Trustees should be aware of how to get the quality mark and the approach they need to make.**

**Action: Trustees to read the report and demonstrate how they influence each area. Raise questions at the next meeting.**

- 5.3 The GLM helps governors to become better at governing the school. The GLM is knowing how to question the school and the impact of the questioning.
- 5.4 The GLM is all about how governors contribute to the achievement of the children, what strategies have been put in place and how governors have supported the school.
- 5.5 The DfE have asked Carnett Russell to support some schools in Peterborough. Alison Varndell and Carnet Russell went to a conference and carried out a presentation in an outstanding school. The Headteacher of the outstanding school wanted to come to the school and see what Mayville are doing because Mayville's results are better. The headteacher visited Mayville and Carnett Russell explained the strategies and what the school have put in place. The headteacher was impressed by the books and said he goes to a lot of presentations where headteachers talk about their schools but they do not always live up to the presentations. His comments were that he saw what was explained, and much more at Mayville.

Q: So, there is no reason Mayville cannot be an outstanding school?

A: Exactly.

**6. PREMIUM FUNDING – ALISON VARNDELL**

*In response to the previous query- whether more able pupils were equally represented across PP and non PP groups, AV informed the governing body:*

- 6.1 From Year 1-6 there are 6% more, more able children in the non-pupil premium group compared to the pupil premium group. However, there is a real variation between year groups.
- 6.2 In Year 2 there are 10% more able children in the pupil premium group. There is no standard way to categorise the more able pupils. However, the way in which we do this is at the end of early years and KS1 if the children are working at greater depth they are classified as 'more able'. It would be interesting to see if there is a change as they go through the school and look at which children were not greater depth at the end of the previous year but became so at the end of the next year.

Q: Do you know what happens nationally?

A: Mayville are doing better than nationally, ie the gap between MAP who are PP and NPP is much smaller than national.

- 6.4 The school is at the end of Spring 1 for the half termly assessments. Last time maths was an issue at the end of autumn but at the end of spring 1 reading became more of an issue.
- 6.5 In years 3 and 4, all the skills that needed to be taught for reading had not been taught. The pattern coming out is that the year 4 class who do not have a regular teacher did not do well but this has been addressed and there is a good teacher in there now.
- 6.6 The school is worried about maths in year 5 but the gap was made up last half term.
- 6.7 Year 1 has had a change of teacher who is working hard to correct the situation.

- 6.8 Spelling is no longer presenting as the primary issue, though we continue to work on this area.
- 6.9 The school are addressing weaknesses at the end of spring 1. The school is continuing with the progress meetings with an emphasis on lower achievers and SEN.
- 6.10 Carnett Russell has met with many staff and gone through action plans and interventions.
- 6.11 The booster groups have increased in numbers. Plans have been made for all children, and interventions are being evaluated. Carnett Russell and Alison Varndell are carrying out book scrutiny and giving feedback. Every week they call in books for all the children in the bottom group and question teachers.
- 6.12 Children with SEN are coming up slower and are the primary focus in class.
- 6.13 Mayville have bought into an assessment that allows the school to standardise and compare to national performance to give a real sense as to where the children are at.

Q: Does it link to a tracking system?

A: It is a variety on the raw scores.

*The tracker shows*

- 6.14 The intervention and enrichment ~~shows the~~ spending for pupil premium and SEN children.
- 6.15 The provision map is attached to the tracking system, so that the correct children receive support and this can be seen alongside enrichment and external agencies.

Q: Does it include the costing?

A: Not yet but it will eventually.

- 6.16 There is a great amount of support provided for the children. The pupil premium children take up is good.
- 6.17 Between year 2 and 6 there is a handful of children who ~~that~~ do not do any enrichment activities but are participating in boosters after school. However they are doing exciting things at lunchtime.

Q: How many children are on Pupil Premium?

A: 137 now, which is 37%. The school also have children who are not on Pupil Premium but the parents are disadvantaged and do not get any benefits. The school still subsidises them and receives no funding.

Q: Is that why the school spends more on pupil premium than they receive?

A: Yes. Schools do not get enough money for all children.

Q: Do you think it is good the school is showing accountability?

A: It is good and bad but the school would not have done anything different. Any parent earning more than £16,950 is not entitled to Pupil Premium. If parents receive working tax credits they are not entitled to Pupil Premium. The people who are the real problem are those who have "No Recourse to Public Funds".

**7. PERSONAL ACHIEVEMENT AWARD**

- 7.1 Carnett Russell send Trustees a link about PE improvement. She has come up with an idea to get the children to be more active, it is called 'Going for platinum'.
- 7.2 For bronze they must achieve all the activities.
- 7.3 For them to pass they must practice and when they feel confident they go to one of the assessors or a PE Leader, and say 'I can now comfortably do the activity' and ask to be assessed. They will get a sticker to go in their book. It is all about them using the equipment and everything that is already in the school.

Q: Does this start in year 1?

A: No year 3 to year 6. A mini version will be done for foundation and KS1.

- 7.4 Carnett Russell has spoken to the assessors and made sure that the stickers are only given out for those who pass their assessments. She has spoken to the children in assembly so they all know. The assessors are Mr Finch and Mr Peterson.

Q: Are there any children assessors?

A: Yes, they are already PE leaders.

Q: Do the PE leaders get assessed?

A: Yes, they do.

Q: What incentives do children get if they complete it in 2 months?

A: When you have completed the bronze you then move onto silver. You only get 15 minutes at playtime, and at lunchtime they eat their lunch first. They must continually practice first. They cannot go onto another area until they finish the first level. When they achieve bronze their name goes on the wall of fame. If they get to platinum they will receive a platinum sign on their Mayville tracksuit. The going for platinum incorporates the time they are already outside.

**Action: School to look to invest in a few step counters and award children who have done well to use it for a week or so.**

**Action: Rasheed Dauda to meet the PE coordinator.**

- 7.5 Carnett Russell has introduced another incentive for the children which will be in place next week. It is called 'Mayville Money'. The children get their house points which go into a pot for the team. For every 50 points they earn £0.10p. They can then spend their 10p at the tuck shop or save up for something big. It is all done on credit transfer. They can save their credits up for a school trip. This is another incentive for the children and teaching them to work hard for a reward. They will not get the physical money.

**8. CHAIRS ACTION**

- 8.1 Walter Harding is still experiencing problems with the admissions team. He has written a letter to them explaining why Mayville is not able to accept the child. The decision will have to be made at some point by them.
- 8.2 It has now gone to appeal and the school has instructed someone to do the appeal.
- 8.3 The school does not have any spaces in KS1.

- 8.4 There are a lot of stories in the news about schools who have gone bankrupt because of expansions. Lorraine Barella and Carnett Russell are going to the Brent partnership to support schools on budgeting.

**9. RECRUITMENT PROCESS**

- 9.1 Mayville is starting to recruit for September

Q: Is there much recruitment?

A: The resignation date is the 31 May.

Q: How long does the long-term sickness impact?

A: It is a major financial impact.

- 9.2 Since January the school has had 55 days of absence due to 2 long term sicknesses.
- 9.3 Last term it was 1.56% and it has increased to 2.56%.
- 9.4 Alex Opoku-Boateng completed the accreditation programme for governance.

**10. TEACHING AND LEARNING REVIEW**

- 10.1 All teachers have been observed this term.
- 10.2 Out of all the teachers one has an issue but still needs to go through their NQT year.
- 10.3 There is an issue with teaching and attendance. One NQT is looking to pass and by the end of the year will be good to outstanding. All other teachers are good. 6 teachers are outstanding.

**11. ANY OTHER BUSINESS**

- 11.1 Alex Opoku-Boateng attended the school for poetry evening and he stated that it was amazing. The children behaved very well.
- 11.2 Rasheed Dauda observed a class. He was equally blown away and will report to the curriculum committee. Every child was engaged and wanting to contribute and behaved so maturely.
- 11.3 Comments have been cascaded down to the rest of the school.

**12. DATE AND AGENDA ITEMS FOR THE NEXT MEETING**

- 12.1 Date of next meeting  
Wednesday 21 March 2018
- 12.2 Agenda items:  
Quality Mark for School Governance (GLM)  
Feedback on Skills Audit

The meeting closed at 21:30PM.

Chair: W. HARDING..... (print)

W. Harding..... (sign)

Date: 27/06/18.....

Chair's Initials:
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