

**MINUTES OF THE MEETING OF THE
MAYVILLE SCHOOL GOVERNING BOARD
HELD ON WEDNESDAY 27 JUNE
AT 6.45 PM AT THE SCHOOL**

Present: Mr Walter Harding (Chair) Trustee

Trustees

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

Clerk to the Trustees: Mrs Gillian Barton

Summary of agreements and actions:

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Completion date
6.3	To make enquiries about costs and a survey of parents, for changing the school name.	Ms Barella	By next meeting
6.7	To e-mail a document with a key to abbreviations.	Ms Barella	Immediate
6.11	To consider asking all staff anonymously about working at Mayville, e.g. suggesting three things to make working life better.	Ms Russell/Ms Barella	By next meeting
6.17	To e-mail the City Year information to trustees.	Ms Russell	Immediate
6.18	To read Ms Varndell's SEND report and bring any questions to the next meeting.	All trustees	By next meeting
9.4	To send out results of audit analysis for next meeting.	Ms Barella	By next meeting
10.1	To bring questions on the budget to the next meeting.	All trustees	By next meeting
15.1	To circulate governing body meeting dates	Ms Barella	Immediate
	Date of next meeting: tbc		

1. WELCOME AND APOLOGIES FOR ABSENCE

1.1 The Chair welcomed trustees to the meeting. Apologies were received and accepted from Alex Opoku-Boateng.

1.2 The Chair confirmed that the meeting was quorate with seven trustees present.

Chair's Initials:

1.3 There was no other business.

2. DECLARATIONS OF INTEREST

2.1 There were no declarations of pecuniary interest nor any other declarations made pertaining to any of the agenda items for this meeting.

3. GOVERNING BOARD

3.1 There is currently one vacancy for a staff trustee. No Trustee would come to the end of their term this year.

4. MINUTES

4.1 Trustees received and accepted the minutes of the meeting held on 21 March 2018. Minutes 6.14 and 6.15 were amended so the sentences made sense. The Chair signed a copy of the minutes and these were retained by the school.

4.2 Matters arising:

Minute 5.1: action was for Mr Dauda not Mrs Smart. The school had purchased packs for all trustees: *The three core functions of Governing Bodies*, which included: making sure money was well-spent; holding leaders to account; critical aspects of governance, the setting of vision and ethos, and essential background information.

Mrs Smart reported she had done some inference training with Alison Varndell.

Minute 5 – Trustees agreed they needed more meetings for the Quality Mark. They needed to check that they had all the evidence to demonstrate how they had influenced the direction of the school, e.g. the outdoor gym, fitness programme, strategies on reading etc. The third area was the strategy for advertising, which should include school numbers.

Minute 4.4 – The school had now started swimming lessons for another year group, so there were now two classes swimming at a time. There had been some opposition from both parents and children to swimming; this would be monitored to see if this was a cultural issue. Boys were generally less keen. Parents should be asked about the reasons.

Q: Does the school have experience of resistance and how to overcome it?

A: No. There was possibly resistance to exercise across the board. This would be monitored.

4.3 To receive the minutes of the Audit & Resources Committee meeting held on 21 March 2018

Ms Barella reported the key points were:

- Total income £2,341,077 with 44 pupils on roll at present, 11 more than in February 2018 and 83 more than in April 2017.
- Income variance of £173,385 due the expansion of the nursery and full-time nursery, high needs income and growth funding.
- Total expenditure was £2,325,024, which was on track. The carry forward was £357,383.

4.4 To receive the minutes of the Curriculum Committee meeting held on 28 March 2018

Mr Selfe reported there was no report yet of the meeting held on 13 June which was not quorate, so it could not look at policies. Ms Banjo had given a presentation on the Early Years. She explained what the government was expecting for those children but Mayville's expectations were higher. The curriculum was tailored to individual children and mirrored in the foundation stage.

- There were 12 reception children at Year 1 standard; 17% were not yet at good.
- There were 5 children on the autistic spectrum. The school had strategies in place to support these children. The 20% higher achieving and 20% less able children were identified and provided with specific support.
- Parents had been set homework to record the time spent reading with their children. 55% participated, with a positive effect.
- Multi-lingual staff worked with children who spoke little English. The school benefited from having children from its own nursery as standards were higher than for children entering from other nurseries. The nursery would soon be open to 2-year olds.
- 84% of nursery children were at the standard, 16% were exceeding, 6% were secure and 6% required development.
- 80% - 30% were exceeding, 67% were secure
- In year 6, 91% were at the combined target on latest predictions
- Year 5 children's attainment was not as good due to recent issues, including a long-term supply teacher in one class.
- An e-safety survey had been carried out, this was important for both school and home use of social media.
- There was a Harry Potter display in the lobby; all year 6 children had read at least one Harry Potter book.
- On data, the scale score of disadvantage was 105.7; the local authority (LA) average was 104.6; national 104.1.
 - Maths scores: LA – 105, national 102, Mayville 110
 - Reading scores: LA 105, national 101, Mayville 105.
- The school had held an 'every child a reader' day, with parents reading in the playground and classroom reading corners had been revamped.

5. SAFEGUARDING

- 5.1 Trustees noted the Mayville/The Key Safeguarding checklist. Ms Barella had gone through every area and answered the questions. The headteacher and Ms Barella had done safer recruitment courses in June.
- 5.2 All safeguarding matters were now together in a single folder held by Ms Barella. This had been updated recently and as of today there were no actions outstanding; all areas had been covered.
- 5.3 There was a blanket policy on visitors to the school requiring them to have a facial photograph taken and identity verified. At the end of April there had been an incident with a visitor from the local authority. She had had her photograph taken with a facial covering and was asked to remove this when in school, which she had done without comment. On her return to the LA she complained that the school had breached her human rights. The school's policy, which was as recommended by Ofsted, was for all guests to have a facial photograph taken and to sign a sheet which clearly states that this would be done. The school does not permit anyone wearing a balaclava, mask or crash helmet into the school. Trustees were satisfied that the school had acted correctly and noted that safeguarding trumps all other considerations.

- 5.4 The security system was functioning well. A new CCTV system had been installed during the Easter holidays and had already proved worthwhile. The cameras had captured a parent stealing children's scooters. She had refused either to return or pay for the scooters, had been abusive to staff in front of children and had threatened the headteacher with physical assault. Arrangements had been made for her child's arrival at school and for them to be collected safely, while the parent was barred from the premises for six months.
- 5.5 One child protection issue had been dealt with by Ms Vardell. The child was still not in school, due to external factors. There had been no major incident requiring medical attention and no reported threats of bullying has been recorded.

6 HEAD TEACHER'S REPORT

- 6.1 Safeguarding: The headteacher reported the school had an excellent Education Welfare Officer (EWO) who understood all safeguarding issues and was good at working with children. She had joined the school on a part-time basis but her working hours were being extended from next week. There were three or four diabetic children in school: each had a care plan, with records kept of testing for insulin and appropriate care for all children.
- 6.2 Admissions: 44 children would be admitted to reception from a Pupil Admissions Number (PAN) of 60. If the school had not reduced its PAN then it would now be experiencing severe problems. It expected that there would be 60 children in September, with the majority coming from the nursery. In the past, around 30-40 children had come from the Acacia nursery, now there were only 3. The school needed to expand the nursery to provide its own feeder for reception places. Last September there were 401 pupils on roll, in December 2017 there were 417 and in June 440. There were 69 children in year 1, but 43 in Year 3. The school had a high mobility rate (18%) as parents were moving out of the area and there had been demographic changes over the last two years. Some families were new to the country and some in temporary accommodation due to domestic violence or in a refuge. The headteacher explained that Mayville was not the first-choice school for some children, therefore more children might enrol or leave if their first choice school became available.

Q: How many children leave the school?

A: They don't necessarily leave within an academic year and there are many different factors, such as housing.

- 6.3 The headteacher said two sources had recommended that the school change its name, as there was a perception it was a poor school associated with a rough estate, from many years previously. Trustees had considered changing the name when the school converted to an academy trust but had decided against.

Q: What is the process for changing the school name?

A: It is a long process and trustees would need to agree.

Q: What has happened to other schools that have changed their name?

A: Image is very important; schools with new names are perceived differently. Trustees should consider case studies for changing the name, including feasibility, costs and consultation issues during the next academic year, before deciding whether to change the name. There were issues around badges on uniforms etc, which would have to be phased out over time.

ACTION: Ms Barella to make enquiries about costs and a survey of parents.

6.4 Attendance: The attendance report showed this was good at 96.2%. Attendance went down slightly over Eid but the school was looking to achieve 96.6% by the end of the academic year.

6.5 Looked after children (LAC): (separate report) there was one LAC in year 2.

Q: what do GD and At stand for?

A: Greater depth and at expected levels. SPAG: spelling and grammar.

Q: What is the reason for observing LACs?

A: Children were monitored as the school received extra Pupil Premium money for these children. The school needed to account for the interventions provided and costs. Ofsted expected trustees to know the numbers of LACs and their progress. Local authorities decided on the housing / location of LACs and children were often moved to other locations.

6.6 Pupil Premium: a report showing amounts spent and how this had been allocated was available on the school website. 131 pupils were eligible, and the total Pupil Premium grants was £172,920. Two-year olds did not receive free child care. The school received £5.26 per hour for nursery children. Ever 6 was the figure for children who had ever been eligible for Pupil Premium funding, within six years. The school used the funding to develop social skills and to give children experiences they would not otherwise get which parents could not afford e.g. trips out, school uniform, sports activities and clubs. Behaviour was not an issue in school and some children had been allocated learning mentors. In year 2, there are five children who would otherwise have been permanently excluded but the pupil premium funding has provided extra support for these children. The school needed to demonstrate the impact of its pupil premium spending on academic progress.. The school spent more pupil premium money than it received.

Q: Can the school afford that? What had to be sacrificed?

A: Yes, e.g. the school charged £150 for the trip to Disney, which provide a subsidy so all children could attend. Some money was provided from the general annual grant, which was not ring-fenced. Money coming into the school from Early Years provision could be used as money was distributed where needed. The school priorities were approved by trustees in the School Development plan, e.g. if there was a weakness in reading, a Teaching Assistant might provide extra support. Benchmarking showed that children generally started at a lower level than at other schools but made great progress between Key Stage 1 and Key Stage2. The school may spend more on some children, but it was balanced during the course of a year. The school budgeted for worst case scenarios e.g. a high cost teacher, so money became available if a lower cost teacher was recruited. There was money to provide a buffer for contingencies over the year. The Pupil Premium is ring-fenced, but other children may benefit from the way it is spent. The school results show that its strategies are working, as it is closing the gap and has bucked both the local and national trends.

Q: What level of detail would Ofsted expect trustees to know?

A: Ofsted would expect trustees to know how the Pupil Premium is spent, but trustees could take notes into an interview. Ms Barella said she had a Pupil Premium folder with anonymised data which was always available to trustees.

- 6.7 Trustees noted data to Summer 1 (end May) showing progress of pupil premium children compared with non-pupil premium children. It demonstrated that children were making good progress, but this was dependent upon the starting point and the particular cohort of children, so comparison between years was difficult. If a child joined the school in year 5 with low attainment, there was insufficient time for Mayville to enable progress by year 6. The data showed that for some year groups in maths, some pupil premium children outperformed non-pupil premium children. Since the introduction of universal free school meals for infants, there was no incentive for parents to complete the paperwork which entitled the child to a pupil premium payment, so the school lost money. Trustees considered a paper showing the support given to each year group and results so far.

Trustees requested a key for abbreviations.

ACTION: Ms Barella to e-mail a document with a key to abbreviations.

Q: Was the employment of a trainee social worker successful?

A: Yes, that would continue with two trainees next year.

Q: Is that a voluntary commitment?

A: It was a placement as part of the course, for which trainees were paid a small amount.

Q: How many teacher vacancies are there?

A: Eight teachers were leaving (50%): **see confidential minutes.**

- 6.8 The headteacher was confident in her recruitment process: she had interviewed 20 teachers but only appointed one as she would not employ teachers who would not meet Mayville standards. Only one outstanding teacher was leaving.

Q: What do teachers need to do?

A: They need to show enthusiasm in the demonstration lesson and to answer interview questions well, and application forms were scrutinised.

- 6.9 Trustees were concerned that it is now very difficult to recruit good teachers. Quality of teaching was very important and the lack of social housing for key workers appeared to have a detrimental impact.

Q: What could be done to stem the loss of teachers, who had been trained by the school at the school's cost? Should trustees look at the retention allowance? What were the genuine reasons for leaving? There is a risk that the school could get a reputation for teachers not staying. Was this down to work stress or overload?

A: Leavers should have an exit interview and those teachers who stay should also be asked for views on how to retain staff.

- 6.10 Trustees considered there was a need to find out what other schools were doing, as some appeared to have a lower turnover of staff. The Chair said the school should develop a strategy to stem the outflow and find out the cause as there may be a simple solution. Reliable information was needed, perhaps by looking at the trends over three years. It was a paradox that the school was making progress but teachers were leaving. A long-term solution was needed as it was important not to have the same level of turnover every year in future. An anonymous / secure exit interview seemed to be appropriate. It was suggested there might be a correlation between good results and high turnover, and pressure from fear of Ofsted or government

targets might be responsible. It was also the case that some teachers were not suited to teaching and decided to leave the profession.

- 6.11 The headteacher said that a recent staff survey had been positive about working in the school. However, she was concerned as there was a cost to the school in developing a new set of teachers. A recruitment agency had told her that staff stayed longer at Mayville than at other schools. The Chair said the issue should be investigated further.

ACTION: School to consider asking all staff anonymously about working at Mayville, e.g. suggesting three things to make working life better.

- 6.12 PE and Sports Premium: the school had £10k more this year (£18,870) spent on the outside gym, ballet classes for children in Reception to year 3, after school multi sports clubs for children from year 1-6 and karate and gymnastics clubs.

Q: How does the school know it has a low rate of childhood obesity?

A: The school nurse weighs and measures children and provided a report. Report to be given at next meeting.

- 6.13 Achievement and Standards:

- ey stage 2 results are due on 10 July. K
- eading in Key stage 1 was still a priority area; numbers at 'greater depth' were down although there was an overall improvement R
- he combined score was below LA and national: teachers' assessments were stringent for reading at greater depth. T
- esults were better than the previous year overall, but there were constant challenges. In order to ensure assessments were secure, results had been moderated by the headteacher, key stage 1 and year 3 teachers, a lead moderator and a moderation trainer. Teacher had to produce physical evidence, which was checked by the headteacher and Ms Varndell to make sure it corresponded with the assessment. R

- 6.14 Trustees queried maths at greater depth at Year 2 was below the LA score and asked what happened at Key Stage 1.. The headteacher said there was solid teaching and extra support where needed, including one to one. Every cohort was different, but the school brought children on. However, where the quality of teaching was not good this had an adverse impact, so there was constant monitoring and assessment.

- 6.15 Effectiveness of leadership and management: Trustees asked how the school decided if teaching was good. The head said the leadership team looked at work in children's books every week and as a result had seen massive improvements in some classes. They looked for tight learning objectives and children responding to marking. They looked at the data and also lesson observations – if all those areas are good, then teaching is good.

Q: What is being done to raise standards in maths?

A: Children were given booster classes and every half term data was assessed and the groups changed. The school had ambitious targets for 'greater depth' and 'combined'.

Q: Is the school on track?

A: A lot of children were not on track for 85% combined. The target may have been too ambitious, but the school wanted to reach as high a standard as possible so that in year 6 teachers aren't having to cover two or three years work. It was important to have ambitious targets and high expectations, for teachers' mindsets.

Phonics were very good in year 1 where only one child didn't reach the target. In year 2, the results were very good. Year 5 children are already working in year 6 classes. The issue for year 5 was the quality of teaching. They are now doing the Latin programme and extra Latin to support literacy; trustees are invited to visit to see children speaking the language. Year 5 are also working with Mr Ali in maths. Ms Ikechi will also work with year 5 children. There is a programme in place to take year 5 children on to the year 6 syllabi as soon as they finish arts week. Children will be given holiday homework, according to their assessments. Classes 13 and 14 will achieve the target, 6 and 7 are near the target and others are behind the target. In class 3, 100% of children had already reached the target for writing.

Q: How is the combined target calculated?

A: Each child must reach the target for all 3 subuels. A child who has reached the targets in writing but not in maths will not reach the combined target. SPAG is not included in the combined target.

6.16 15% of children are on the SEND register and may never make the target so all other children must get the combined scores. The school was moderated for writing and achieved 93%. Moderators were impressed with the quality of children's work and the wide range of subjects that the children covered in Year 6.

6.17 Next year the school would be working with *City Year*, offering five apprenticeships. This would cost £52k but this was half the price of five teaching assistants from an agency. Each apprentice, usually working before or after university, would work with 10 children, overseen by a supervisor. They would be employed from 8.30am to 4.00pm, and work would include school clubs, and lunchtime booster sessions. Progress will be monitored through the year and their impact would be measured at the end of the year. No agency teaching assistants would be employed next year. All apprentices would be on the single central record and have DBS and SIMs records.

ACTION: Headteacher to e-mail the City Year information to trustees.

6.18 Safety and behaviour: A governor in school every week had observed no instances of poor behaviour. Mayville money: All children are able to earn points for good behaviour, which are translated into money.

ACTION: Trustees were asked to read Ms Varndell's SEND report and bring any questions to the next meeting.

7. CHAIR'S ACTION

7.1 There was nothing to report.

8. GOVERNORS' TRAINING

8.1 Mr Opoku-Boteng did a governor accreditation programme in March.

Q: Is Optimus still functioning as a training course was cancelled?

A: Yes; lots of courses had already been paid for.

9. SCHOOL ITEMS

- 9.1 The Behaviour policy was included in the trustees' pack.
- 9.2 The Curriculum policy would be discussed at the next meeting.
- 9.3 Quality Mark: trustees had arranged to meet and were given the core function pack.
- 9.4 Skills audit: All questionnaires had been completed and returned; Ms Barella will analyse these and send out the results. There were no areas of particular weakness, though some trustees felt they had less skills or experience around stakeholder management and the views of parents and pupils, and communication. However, this was done well by the school, with huge improvements over the last two years. The school had held an international day with a lot more participation as text reminders were sent. A few trustees had no experience of property or estate management. Three trustees have Ofsted experience and could offer experience of governance structures. The main training need was on charity law and governance.

ACTION: Ms Barella to send out results of audit analysis for next meeting.

10. SCHOOL BUDGET 2018/2019

- 10.1 See details in 4.3 – report from Audit & Resources Committee. The budget out-turn was included in the governors' pack.

ACTION: Trustees to bring questions on the budget to the next meeting.

11. GENERAL DATA PROTECTION REGULATIONS (GDPR)

- 11.1 Trustees had approved the policies and Privacy notices at the March meeting. Ms Barella was the Data Protection Officer and Mrs Singh was the link governor.
- 11.2 The school's Personal Data Breach Procedure and response plan was also included in the Business Continuity plan, which was kept offsite. The headteacher, deputy headteacher, business manager and caretaker had access.
- 11.3 Guidance on the use of internet services had been issued and signed.

12. ANNUAL GOVERNANCE STATEMENT

- 12.1 The Chair was disappointed that the governance statement was not available to teachers and parents. Ms Barella said it was available on the Urbis academy trust website and if it was not on the school website, that was an oversight which would be remedied.

ITEMS FOR INFORMATION

13. ANNUAL PUPIL PREMIUM

- 13.1 See Headteacher's report item 6.6.

14. UPDATE OF SELF EVALUATION FORM

- 14.1 This would be updated at the end of the year.

ITEMS FOR ACTION

15. SCHOOL TERM DATES 2019/20 AND 2020/2021

15.1 The school term dates were included in the trustees' packs. Governing Body meeting dates would be circulated by e-mail.

ACTION: Ms Barella to circulate GB meeting dates.

16. AUDIT OF THE SCHOOL'S WEBSITE AND STATUTORY PUBLICATION OF INFORMATION

16.1 This had been completed.

17. DATE AND AGENDA ITEMS FOR THE NEXT MEETING

17.1 Dates of future meetings would be circulated.

17.2 No agenda items were noted.

17.3 The schedule of meeting dates for the academic year 2018/2019 would be e-mailed to trustees.

18. ANY OTHER BUSINESS

18.1 The headteacher reported on the percentage of staff sickness absence:

- .5% for all staff

See confidential minutes.

2

The meeting closed at 11.00 pm.

Chair: (print)

..... (sign)

Date:

Chair's Initials:
