

**MINUTES OF THE MEETING OF THE  
MAYVILLE SCHOOL GOVERNING BODY MEETING  
HELD ON WEDNESDAY 12 JULY 2017 AT 6:30PM AT THE SCHOOL**

Present: Mr Walter Harding (Chair) Trustee

**Trustees**

Ms Carnett Russell  
Ms Lorraine Barella  
Mr Rasheed Dauda  
Mrs Chindo Singh  
Mr Josh Selfe  
Ms Becky Wylie

Clerk to the Governors: Ella Coulson

Observers: Ms Alison Varndell, Class Teacher

**Summary of agreements and actions:**

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Completion date
4.1	Ms Lorraine Barella to send Ms Becky Wylie the link for the online anti-radicalisation training course.	Trustee	ASAP
4.7	AGREED Governors agreed and ratified the budget.	Trustees	Completed
6.2.11	Ms Carnett Russell to send out the governor's dashboard.	Trustee	ASAP
6.2.14	AGREED Governors agreed the Norfolk residential.	Trustees	Completed
6.2.15	AGREED Governors agreed the Disneyland Paris residential.	Trustees	Completed
11	Ms Lorraine Barella to circulate the dates to governors.	Trustee	ASAP
11.2	AGREED Governors were happy to have 2 meetings held on one night, therefore the audit and resources committee and the Governing Body will be kept on the same night. The curriculum committee will be held in the daytime.	Trustees	Completed
12.2	Ms Lorraine Barella to send the Allegations Against Staff Policy to governors and bring to the September Governing Body to be ratified.	Trustee	ASAP
13.1	AGREED Governors agreed and ratified the Appraisal Model Policy and procedure. The policy was signed by Mr Walter Harding.	Trustees	Completed
13.2	AGREED Governors agreed and ratified the Induction Model policy. The policy was signed by Mr Walter Harding.	Trustees	Completed

Chair's Initials:

*WRT*

13.3	AGREED Governors agreed and ratified the Paternity Procedure. The procedure was signed by Mr Walter Harding.	Trustees	Completed
14.1	Date of the next meeting to be confirmed by Ms Lorraine Barella.	Trustee	ASAP

**1. WELCOME AND APOLOGIES FOR ABSENCE**

- 1.1 The clerk welcomed all those present to the meeting.
- 1.2 Apologies for absence were received and accepted from Mrs Ann Smart.
- 1.3 No apologies were received from Mr Alex Opoku-Boateng and therefore these were not accepted.
- 1.4 The Clerk confirmed that the meeting was quorate with 7 trustees present. It was noted that it will be Ms Becky Wylie's last Governing Body meeting.
- 1.5 There was no notice of any other business or confidential items.

**2. DECLARATIONS OF INTEREST**

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

**3. LOCAL GOVERNING BODY**

- 3.1 The clerk confirmed that there is 1 trustee vacancy. No members are coming to the end of their term.
- 3.2 No members were to be considered for disqualification due to non-attendance.
- 3.3 The clerk confirmed that all DBS checks have been completed by all governors and the details are held on file by Governor Services.

**4. MINUTES**

- 4.1 Governors received the minutes of the Governing Body meeting (plus confidential) held on 25 January 2017 and 25 January 2017 and agreed these to be an accurate record of the meeting. Mr Walter Harding signed a copy of the minutes and these were retained by the school.

**ACTION: Ms Lorraine Barella to send Ms Becky Wylie the link for the online anti-radicalisation training course.**

- 4.2 The curriculum committee met on Monday 10 July. Prospectus is a supplementary curriculum. Rising stars focuses on the main curriculum whereas Prospectus is a project based curriculum where each half term the school have a project where it links subjects together. It is a nice way to have a theme linking it all the way through.
- 4.3 The audit and resources committee met ahead of the Governing Body Meeting.

**4.4 OUTTURN REPORT**

- 4.4.1 The academy should have an in year surplus of £92,250 which is more than the school budgeted for. The estimated carry forward is £265,250. £169,000 was carried forward from last year. The school can only carry forward 12%.
- 4.4.2 Mayville is looking to have a lot of work done in the summer holidays.
- 4.4.3 The school have 404 children on roll and they should get more money from the census instead of a claw back next year.
- 4.4.4 The staffing costs are predicted at 75%.
- 4.4.5 There is a short fall of pupil premium of £1870 that has not yet come through this year. The other income is on track.

4.5 **EXPENDITURE REPORT**

- 4.5.1 The staff teaching needs to be looked at with agency staff.
- 4.5.2 Support costs were higher than predicted and the teaching costs were slightly lower but both still within budget.
- 4.5.3 The recruitment costs have come to more than predicted at £14,813 because it is much harder to recruit.
- 4.5.4 Mayville was over budget on marketing due to the pupil numbers and the big market campaign. The school has budgeted more for marketing next year so this can be continued.
- 4.6 **AGREED** Governors agreed and ratified the budget.
- 4.7 Q: Has Mayville thought about renting the classrooms?  
A: It is a safeguarding risk so is therefore not feasible. Year 2 will go in the new building downstairs. Year 6 will be kept because it is ideal and the children have their own space. Money will be clawed back through the foundation stages. Mayville is looking at taking 2 year olds however there is a risk due to the numbers. The school wants to turn the risk into an opportunity to then fill up the school. A toddler group could be scheduled for during the day.

5. **SAFEGUARDING**

- 5.1 There have not been any outstanding issues. The safeguarding and behaviour has improved.
- 5.2 The water system and certificates are all in place.
- 5.3 The lighting system is working from a central point.
- 5.4 The fire drill works well. The target was to improve the time to 2 minutes which has happened.
- 5.5 An ambulance was called to the school because a child stopped breathing. The child came to school to eat at breakfast club. It was a very hot day and the child was over heated.

6. **HEADTEACHERS REPORT**

6.1 **ALISON VARNDELL – DATA PRESENTATION**

- 6.1.1 The KS2 progress and attainment uses the same language and same format as the last raise online. The recent format produced is from the government.
- 6.1.2 Reading progress is slightly above what Mayville expected. Writing and Maths are significantly above.
- 6.1.3 The attainment is positive. The results were all higher than national in every subject.
- 6.1.4 Combined is the most significant being 26% higher than national. This takes into account reading, writing and maths.
- 6.1.5 For reading there are 2 types of performance, expected and above or high performance. High performance is 110 and above.
- 6.1.6 There is no significant difference of the disadvantaged children and the year group as a whole at expected and above. The disadvantaged pupils are outperforming the year group as a whole.
- 6.1.7 Q: Why is the difference so huge?  
A: It may be that it is not a huge gap but the percentage is high. Mayville have bucked the trend and the money that is being ploughed in for pupil premium is working.

- 6.1.8 The disadvantaged middle attainers performed slightly below the year group, 86% versus 91%. For the high performers the situation reversed scoring 32% against 24% as a whole.
- 6.1.9 A large percentage of high attainers performed at a higher level in their KS2 reading paper. 83% passed at a high level. All of the high attainers passed.
- 6.1.10 In writing the performance is significantly better than national average. A percentage of pupils displayed a high standard in writing at 44%, last year's national was 15%.
- 6.1.11 The disadvantaged pupils did not perform as well at high level at 2%. 20% of the sub group of previous low attainers performed at a high standard. 83% of high attainers reached a high standard, only 1 child did not reach the level.
- 6.1.12 In Maths, 100% reached expected standard or above, 25% above the national average. 56% reached high standard.
- 6.1.13 There is an 11% gap between the performance of the disadvantaged and the year group as a whole within the middle attainers sub group at a high standard.
- 6.1.14 The combined score is significantly better than average with a 26% gap. The disadvantaged group performed slightly less
- 6.1.15 In Spelling, punctuation and Grammar, only 1 child did not achieve the expected standard or above. 100% of the low attainers passed and 60% of the low attainers performed at a high standard, showing phenomenal progress. 100% of the high attainers performed at high standard.
- 6.1.16 There is not a high attainment in science. 91% reached expected standard and 100% of low attainers reached expected.
- 6.1.17 Q: It is impressive that Mayville is above the national on all accounts. How is Mayville doing compared to schools within the borough?  
A: The results are not national until 15 December 2017. 9 years ago Mayville was the second lowest in the country for maths. Children come in at such a low level and they do not receive private tuition to help boost them.
- 6.1.18 The KS1 data is not including the 2 children who attended Mayville for 6 days and did not sit any of the exams. This will therefore take the cohort to 46. The raise online will be different due to the 2 extra pupils. The assessment was not carried out on the children because the children did not speak English.
- 6.1.19 The combined result is slightly lower at 77%, 10% of the children did not achieve combined are previous low attainers or new arrivals with no English as a first language. 4 mid-term admissions achieved combined.
- 6.1.20 A percentage of children performing at a higher level is significantly larger in Spelling, punctuation and Grammar and reading than in maths and combined.
- 6.1.21 9 of the children had no Early Years Foundation Stage data or the data had not been passed to the school.
- 6.1.22 For reading the disadvantaged out performed other at national and above. 91% compared to 82%. Middle and high attainers reached expected or above. None of the middle attainers from the disadvantaged achieved high standard. One third of the high attainers did not achieve high standard which is being addressed by the school.

*Mr Rasheed Dauda left the Governing Body meeting at 19:07PM.*

- 6.1.23 There was absolute parity between disadvantaged and other in writing. The disadvantaged performed less well at a high standard. The disadvantaged lower attainers performed less well than the non-pupil premium children. Two thirds of high attainers performed at a higher level however 1 child under performed in both reading and writing.
- 6.1.24 More children met national standards in maths than any other subject.
- 6.1.25 In combined all middle and high attaining pupils have at least met national expectations in the 3 core subjects.
- 6.1.26 In spelling, punctuation and grammar the middle and high attaining children have met expectations,  $\frac{1}{4}$  of the children performed to a high standard.
- 6.1.27 The disadvantaged children are out performing in science. Middle and high attainers have met expectations.
- 6.1.28 Q: Why did none of the middle attainers from the disadvantaged group achieve a high standard?  
A: Ms Alison Varndell can find out who the children are, look back through the year and look at the final teaching assessment to see if it represents in order to make sure there is intervention put in this year to make accelerated progress.
- 6.1.29 Q: Is there a reason in Spelling, punctuation and grammar why the disadvantaged children have achieved higher results?  
A: It could be individual children, ultimately the school would need to show that the intervention has been put in place due to pupil premium or look at the individual children to see if they are a true representation of that sub group. The sub groups contain lots of variables. Some of the children came to Saturday school and there were a lot of morning and lunchtime boosters.
- 6.1.30 Q: How do you decide what supports some children?  
A: The majority of teaching assistants have completed a degree. It is the quality of the Teaching assistant and how effective they are. They are trained fortnightly by Ms Alison Varndell and should take the training back into the classroom to support the children more effectively.
- 6.1.31 Q: How do you know how effective the training is?  
A: The teachers have to assess at the end of every term and the teacher is responsible for planning for every class. The teacher will track back and look at the progress that has been made. The role of the Learning Support Assistant has changed because the nature of the needs of the class has changed.
- 6.1.32 Pupil premium children are doing better than other as a whole. 7 pupil premium children came out higher as a whole for the cohort. Pupil premium is having an impact. The subject with the least impact is Spelling, punctuation and grammar but it is minimal. Ms Alison Varndell and Ms Lorraine Barella looked at the benchmarking and realised that when the children come in their starting point is very low and many of them speak very little English. The children are now able to practice phonics at home because the school recorded a teacher to help those children whose parents do not speak English.
- 6.1.33 The attainment is looking low in some year groups. The curriculum has got so much more demanding.
- 6.1.34 The data system is being changed in September and it will be much more precise.

- 6.1.35 Reading in year 1, spelling, punctuation, grammar and writing in year 3, reading and writing in year 4 are problematic areas. It is difficult to make the progress in Year 1 due to the transition from early years. The reading test will test the children on various reading skills however many of them are still learning their phonics. 44% of the children are still going up to year 2.
- 6.1.36 Q: At what stage do the children take the phonics test?  
A: The take the test in Year 1 and if they do not pass they take the test again in year 2.
- 6.1.37 Teaching spelling in Year 3 and Year 4 is going to be relaunched in September and the school will be changing the way it is assessed.
- 6.1.38 There are 2 looked after children, 1 in year 1 and 1 in year 2. The child in Year 1 is performing at greater depth and has passed the phonics test scoring 38/40. The child is doing very well academically and has made accelerated progress. The child came to Mayville at EYFS and at a very low starting point
- 6.1.39 The child in Year 2 passed the phonics test scoring 39/40. The child had never been to a nursery school and had missed all of reception. The child knew no English and spent a lot of time in Year 1 being very overwhelmed and excited. Half way through the year the child has become interested in learning and attends ballet, Saturday school and is singing in assemblies. The child has made accelerated progress academically.
- 6.1.40 Q: Is the ballet well attended?  
A: There are 15 children who attend and 4 have come all the way from reception. The ballet teacher used to work at Mayville and taught dance. She teaches on a Saturday morning.
- 6.1.41 There has been some changes in year groups in terms of the SEND report. 11 additional SEN children have joined the nursery. One child with SEN has left. There are 5 more SEN children in reception in the spring term.
- 6.1.42 In Year 1, 3 children have left this term that were not on SEND register. 1 child has had 3 referrals to external agencies to request a needs assessment for an EHC plan before the end of the academic year.
- 6.1.43 There have been no changes in Year 2. 6 children on the SEND register did not pass their phonics at the end of Year 1. They were then screened in June and all passed.
- 6.1.44 One child has been taken off the SEND register in Year 3. There have been no changes in Year 4, 5 and 6.
- 6.1.45 3 children on speech and language have been re assessed and a report has been produced to aid their transition.
- 6.1.46 Q: Who decided to take the child off the register in year 3 and how was this decision made?  
A: One child was placed on the register in the middle of Year 2. In the end the school came to a decision to put the child on the register. The evidence was that after monitoring it was mainly playing catch up and nothing to pin point that the needs were definitely SEN. The children are rigorously tested at the end of each term so it will be picked up after further monitoring.
- 6.1.47 Q: Is the decision to remove a child off the SEND register entirely up to the school?  
A: Yes it is the school's decision. It is a professional decision but the school will need evidence to support it and there is a criterion for each SEN. It has to be discussed with parents as a child cannot be put on the register without their permission.

A letter can be written to parents to state the needs of the child and the school's recommendations.

6.1.48 Q: Have parents ever refused in the past to have their child on the SEND register?

A: Parents have been worried in the past about their children going on the register. The school never wants to lose the parent so has to be dealt with properly.

6.1.49 Q: Is there a situation where the school can override the parents?

A: Yes it is in the schools remit. Sometimes children cannot manage in a mainstream school. Mayville has had to get people in from SEN services before to help talk it through with parents.

6.1.50 There are two children with an EHC plan in Year 3 who are significantly lower than national.

6.1.51 Q: Is there a fast track process that can be looked into?

A: It is as fast as it can be, the child came to Mayville in the middle of January and the educational psychiatrist was involved 2 weeks later. The report takes a week to come through.

6.1.52 Q: Has Mayville explored any new ways that they can bypass and refer children straight to a special school?

A: No because the child had come into the country with no previous assessment.

6.1.53 90 children are on school based support, 60 are also supported by one or more external agencies.

6.1.54 Speech and language is higher than national by 13.1%. Speech and language has good systems for identifying and referring and the early year's team are well trained for early indicators. Loads of the staff are being trained in speech and language.

6.1.55 The national statistics will be updated at the end of the autumn term.

6.1.56 Mayville has arranged to accommodate two student social workers next year.

6.1.57 The Speech and language therapist works in the school every Tuesday afternoon.

6.1.58 The physiotherapy service, Joseph Clark outreach team and the SEND teams have all visited Mayville.

6.1.59 4 children have been referred to CAMHS.

6.1.60 Q: Mayville has a high SEN intake, how does that explain that the results are higher than the national average?

A: Any child can have an SEN; social economic status does not determine it. It is mentioned that more middle class children speak to the children more at an earlier stage so children develop language quicker through interaction. SEN could be physical.

6.1.61 Q: Why is the SEN intake higher at Mayville?

A: Mayville is excellent at identifying children.

6.1.62 Q: Is SEN a set trend?

A: Yes Mayville has always been higher but they have decreased. Mayville was 38%. The number has decreased because a lot of the children who were put on the SEN register should not have been there. Lower attainers were being put on the SEN register. The new code of practice has taken behaviour off the SEN register so some children have been removed for their behaviour. The school now has to identify the cause of the behaviour. The census stated that the adult population in the ward has higher education needs. Nationally there is an increase in autism across the country.

A lot of children are on speech and language which can turn into behaviour problems at secondary school. If the speech and language needs are identified early, they can come off before they leave the school and are less misunderstood at secondary.

## 6.2 HEADTEACHERS REPORT

- 6.2.1 There are 52 children registered for the reception classes with a pan of 90. For September 2018/19 it has gone back to 60. The current PAN for the intake coming in 2017/18 is 90. There are 70 children currently in reception and 58 children in Year 1. The current pan coming up is 52 children.
- 6.2.2 There will be a qualified teacher in the nursery. The school will be spreading the children out and saving one term of supply budget. There are 70 children currently in reception. They will be keeping down 5 children and taking up 65. They will be taking children who are really able in reception and they will be put in a Year 1 or Year 2 class. The able children will be in a Year 2 or Year 3 class. The classes are going to be numbers instead of years.
- 6.2.3 Q: Will the children go up and down on academics; will it be fixed or based on performance?  
A: It will be fixed going through. Most able children will move up. A lot of schools have mixed classes.
- 6.2.4 Q: Will any children be coming down?  
A: No, only ones that could be down are the least able children in reception. Children who have come in who have never been to school before will need to stay back in reception due to no language and no phonics. It is in the children's best interest. This is only for the reception intake.
- 6.2.5 The local authority is expecting a bulge of children in 2018/19 due to the birth rate in 2013.
- 6.2.6 Q: How will the change of curriculum impact on the joint classes?  
A: The teachers will have to differentiate. The year groups that will be affected are Year 2 and 3.
- 6.2.7 The attendance is predicted to be 96% which is outstanding.
- 6.2.8 Mayville have continued to use the same strategic to address underachievement for all groups of children.
- 6.2.9 Mayville have introduced a new curriculum for the whole school called Prospectus. Rising stars will be additional to the Prospectus curriculum. The school have bought the complete resources for all areas so that all the children will have common experiences.
- 6.2.10 Ms Kechi worked with schools in Waltham Forest on moderating writing and is an official moderator for the borough.
- 6.2.11 All permanent teachers in the school are graded good and above. 6 of the teachers are graded outstanding which is one more than the previous term.  
**ACTION: Ms Carnett Russell to send out the governor's dashboard.**
- 6.2.12 The behaviour in the school is judged as outstanding which is evidenced through classroom observations, playtimes, assemblies and general conduct.
- 6.2.13 Two members of staff attended the designated safeguarding course.
- 6.2.14 AGREED      Governors agreed the Norfolk residential.
- 6.2.15 AGREED      Governors agreed the Disneyland Paris residential.



6.2.16 Mayville received an invitation to join the mayors success programme. This was shared with governors and Mr Walter Harding's name has been put forward.

## 7. CHAIRS ACTION

7.1 Governors gave permission and support to Mayville to alter the access space into dwelling which is now furnished beautifully. It has been divided into rooms; one is occupied by a teacher in the school and is already furnished. The yard has been cleared.

7.2 Q: Can the dwelling be used to help the retention?

A: Yes, it brings in money and has kept the teacher. The second room will be advertised in the school staff room.

## 8. SCHOOL ITEM

8.1 Mr Walter Harding spent a morning talking to Ms Alison Varndell about the SEN and inclusion plans on the 15 May 2017. .

## 9. GOVERNORS TRAINING

9.1 Ms Ann Smart attended the Introduction to Finance 2 and School Budget Setting on the 28 February 2017, Introduction to Finance 3 and Financial Year End and Closedown on 21 February 2017 and the Governors Briefing on the 1 March 2017.

9.2 Mr Walter Harding attended the Radicalisation of Fundamentalism Reports on the 20 April 2017, Academy School Governance Explained on the 22 March 2017 and carried out the termly Health and Safety inspection of the school with the caretaker on the 9 May 2017.

## 10. EDUCATION SUPPORT GRANT (ESG) SERVICE REVIEW

10.1 The local authority had asked schools for money because there will be no ESG from the government to the local authority. Mayville agreed in January 2017 to contribute to the transitional pooled funding for one year which was a one off payment of £6984. A formal response was sent to the Local Authority to not buy into any service. The school has gone through all of the service agreements.

## 11. SCHOOL TERM DATES 2017/18 AND 2018/19

**ACTION: Ms Lorraine Barella to circulate the dates to governors.**

11.1 There is 1 inset day and the rest are twilights.

11.2 AGREED Governors were happy to have 2 meetings held on one night, therefore the audit and resources committee and the Governing Body will be kept on the same night. The curriculum committee will be held in the daytime.

## 12. AUDIT OF THE SCHOOLS WEBSITE AND STATUTORY PUBLICATION OF INFORMATION

12.1 The annual accounts and the website are on the tracker which is all cross referenced. The tracker makes the school compliant and it generates a report.

12.2 Mayville have completed and updated the fire risk assessment. A professional company carried out the fire risk assessment which has been completed, a separate one has been carried out for the residential building.

Everything on the fire risk assessment has been arranged. Every main door needs to be shaved down and new seams need to be put on which is a cost of £1200 and has been arranged for the summer holidays. All policies have been updated.

**ACTION: Ms Lorraine Barella to send the Allegations Against Staff Policy to governors and bring to the September Governing Body to be ratified.**

**13. POLICIES**


- 13.1 AGREED      Governors agreed and ratified the Appraisal Model Policy and procedure. The policy was signed by Mr Walter Harding.
- 13.2 AGREED      Governors agreed and ratified the Induction Model policy. The policy was signed by Mr Walter Harding.
- 13.3 AGREED      Governors agreed and ratified the Paternity Procedure. The procedure was signed by Mr Walter Harding.

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

- 14.1 Date of next meeting  
**ACTION: To be confirmed by Ms Lorraine Barella.**
- 14.2 Agenda items:  
Allegations Against Staff Policy

The meeting closed at 21:30PM

Chair: WALTER E. HARDING ..... (print)

 ..... (sign)

Date: 4/10/2017 .....

Chair's Initials:  
WH