



Full Governing Body Meeting

MINUTES

Wednesday 08 July 2020, 3.30pm via Microsoft Teams

Please note that advice given by governors at this school is incidental to their professional expertise and is not being given in their professional capacity. Governors respect the confidential nature of discussions and do not disclose governor business or decisions. When minutes of governing body meetings, Part 1, are approved they are made available to any member of the public who requests sight of them and are posted on the school website.

Attendees: Helene Goddings, Emma Hardy (Co-Chairman), Mel Isherwood (Co-Chairman), Dan Keat, Andrew Stear (Headteacher), Helen Szczepanski

In attendance: Rachel Dunnage (Clerk); Lorraine Breen, School Business Manager (SBM)

Meeting is quorate ?/7

	TOPIC	ACTION Who & when
1.	APOLOGIES: Greg Clements	
2.	DECLARATION OF INTEREST (<i>conflict and pecuniary</i>) Governors declared no interests in specific agenda items at this meeting.	
3.	FINANCE UPDATE a. Financial Monitoring Report (FMR) Governors reviewed the latest FMR. They thanked the School Business Manager (SBM) for her very clear report. The SBM highlighted: <ul style="list-style-type: none"> additional clarification is coming out all the time about what grant funding will be available and how it will need to be used but there is nothing at this stage that will make a significant difference to our budget position. We have allocated additional staffing costs to the Learning Support Assistants (LSAs) given the recovery phase that will be needed in September due to the past 4 months of COVID-19 education restrictions. Governors confirmed that they have already reviewed and accepted this allocation. <p>EH asked in which financial year the reimbursements for one-off pre-paid events which were due to happen in the pandemic time fall. The SBM explained that all expenditure is accrued for in the correct year by way of a reversing accrual.</p> b. Budget 2020-2021 Governors reviewed the budget plan for 2020-2021 in the light of the current COVID-19 pandemic and the changes that have been made to manage an autumn recovery phase. They considered the continuation of the Yr2 toilet refurbishment within this context and noted: <ul style="list-style-type: none"> the costs of the project may reduce. significant issues with the drains still remain and these are being investigated tomorrow and in the summer holiday. The cost of this investigation and potential repair is covered by the Local Authority (LA). the Friends will be asked to ring-fence the money they have agreed to contribute to the project. <p>Governors agreed that they would delay the Yr2 toilet refurbishment so that the children can settle into the new year without additional buildings disruption and until we are confident the drains are working perfectly.</p> <p>Prior to the meeting GC had submitted a questions regarding the Sports premium. He noted that the DfE has confirmed the PE premium budget for next year and asked if this would mean a stand still amount for schools in the 20/21 academic year. AS responded that this is positive news and welcome as it means the Godalming Learning Partnership (GLP) can continue to part fund School Sports Coordinator projects to provide sporting opportunities and festivals for children across the</p>	

	<p>Godalming area in future. It also means we are able to keep the high quality PE staff training support program offered by Planet Education. This has recently re-started (the last two weeks for Reception staff) and we continue to be pleased with the PEC's approach (they set targets and work with staff on areas in PE they don't feel confident - a great way to measure progress and impact of the funding).</p>	
4.	<p>SCHOOL FUND ACCOUNT (<i>statutory</i>)</p> <p>The SBM confirmed that we have contacted the individual who is auditing the accounts but not yet heard back from them. We will definitely have the report by the end of the summer term.</p>	
5.	<p>HEADTEACHER REPORT</p> <p>Governors scrutinised the previously circulated Headteacher report and pupil data.</p> <p>Questions prior to the meeting</p> <p><i>What is the future of Google Classroom as we look towards the 2020/21 academic year?</i></p> <p>Our intention is to continue the use of Google Classroom indefinitely for home learning and, for the foreseeable future, continuing to put learning from school on there for each week. This means should we end up locking down or partially closing, the systems continue to run well for home schooling. The Government have made it clear that schools need to be ready and prepared to switch immediately. Staff have been overwhelmingly positive (as have parents). I see it as being a good way to reduce paper going forward in terms of home learning but also a way of the Senior Leadership Team (SLT) trying to engage parents more for those hard to reach parents. The processes for September will be that if children aren't being supported at home, these parents will be targeted using the AfA method (Achievement for All) - a charity based upon improving educational outcomes for disadvantaged and disengaged parents and children. It means coaching and regular meeting via phone, Zoom or in person to agree and set targets for parents as well as trying to remove any barriers these children and families may be facing; ultimately it is engaging and empowering parents to make a difference. I had training a few years ago and plan to take the lead on a Milford version of this approach, led by myself with a few targeted children and families.</p> <p><i>Have we written the closing a pod if a member develops symptoms into our procedure?</i></p> <p>Yes, this is in the guidance and likely to continue from September. AS is in the process of finalising/tweaking processes for September. The World Health Organisation's suggestion yesterday that there is growing evidence of small particles being airborne and causing infection may end up having a profound impact on all indoor spaces and he will continue to monitor guidance up to September.</p> <p>AS highlighted:</p> <ul style="list-style-type: none"> • <i>Attendance</i> has been steady; we have managed to engage some parents who were not previously engaging. • We have received confirmation of <i>Education, Health & Care plans (EHCPs)</i> and will continue to make the observations required to provide evidence for those children we judge may need additional support. • The Government's Edenred system is still not working effectively in providing vouchers for our <i>Free School Meals (FSM)</i> children. It is taking an inordinate amount of SBM time to claim vouchers for families over the summer. We have kept our Sainsbury's account open and will be making a claim for all that we have had to spend via this route when Edenred was not effectively operational. The SBM plans to try and submit the application again late this evening in the hopes that fewer people will be using the system and so she might get through. The Sainsbury's system has been amazingly efficient. • Sadly the goalposts have changed on what we are allowed to claim as <i>COVID-19 expenses</i>. We have nevertheless submitted a claim for all our costs as we judge them to be reasonable and only those absolutely needed. We have been able to keep them at a minimum because we have received donations and requested support from local companies; most of our expense comes from cleaning FSM vouchers and barriers. The SBM explained that we cannot make a claim if it will lead us to have a higher carry forward at the end of the year than predicted; our claim will not. • We have not had any <i>health & safety</i> issues to note so far. We closed one pod when a child showed symptoms. Their negative test results were returned within 24 hours and the pod re-opened. • We are not carrying out any <i>recruitment</i> at the moment but have an advert in place for an LSA who has been accepted on to the Godalming Learning Partnership's <i>GET Teaching</i> 	

teacher training programme beginning in September 2020.

- We have received fantastic *feedback* from parents and will keep in touch with a number of families over the summer.
- Staff *well-being* has been a priority and we have used a number of initiatives to keep staff feeling connected throughout the partial closure. DK asked how staff are feeling now and HS reported that they are becoming frustrated with how long everything is going on; they are very much looking forward to being back in their classes in September. She explained that communications can be a problem as keeping everyone in the loop with what is happening in each different pod is challenging. She is looking forward to having Yr2 back in next week for their final time at Milford.
HS reported that the children have been amazing and have adapted to the new ways of behaving and working remarkably well. She does think the children are going to need significant recovery teaching EW informed governors that she observed the two pods working in the school hall and was delighted by the way children were engaging with their learning.

Data

MI thanked AS for his analysis of the data which everyone recognised is very different to normal years. AS agreed that it is really a prediction based on what we knew about children's learning back in March. The key data will be evaluating where they are in September and working out best to implement a recovery phase of learning. Teachers plan to keep with their normal curriculum offer and will be looking at the usual end goal. The difference will come in how we plan interventions and teaching to ensure rapid improvement.

As well as looking at using coaching strategies with families, we are making some simple changes like moving fruit time to during playtime, freeing some time in class for additional teaching. Each class will have consistent LSA support all day in the class and some of the interventions the SENDCo would have done will now be used by the teacher.

Year 2 Exit data

Summary			
	Total pupils	⚙ Pupils with assessments	⚙ Attainment
% Expected Standard + Reading	56	56	75%
% Higher Standard Reading	56	56	30%
Scaled Score Reading	56	56	102.1
% Expected Standard + Maths	56	56	77%
% Higher Standard Maths	56	56	20%
Scaled Score Maths	56	56	103.0
% Expected Standard + Writing	56	56	75%
% Higher Standard Writing	56	56	13%
Scaled Score Writing	56	56	101.8

AS explained that this is a very similar set of results to last academic year across the board but that Reading at greater depth has gone up, showing that last year's dip was not a pattern. AS judged these figures, for this particular cohort, to be a success, even with the disruption caused by the last few months.

Questions prior to the meeting

Attainment in Writing appears to be an area where improvements could be made across years R and 1. As you have identified there are tangible reasons for this, however it would be great to see and hear more over the next year on actions taken to focus on writing improvement.

Writing remains an area of focus. We have:

- invested in further reading books to support the teaching of phonics and writing
- enrolled YR and Y1 staff onto the 'Sounds Write' phonics/writing training – another local school has been very successful with this approach which is more comprehensive than other options available. This seems a sensible area for us to incorporate into our School Development plan (SDP) and is one of 4 areas of focus for our new SDP to be discussed and worked on during the Inset Day on 1st September. We have been fortunate that the 'Friends' are funding the staff training costs and we are paying for the closely linked

	<p>'decodable' phonics reading books to support learning.</p> <p><i>Do you have the historical data easily available, comparing attainment of the year groups year on year?</i></p> <p>See Appendix 1. HG thanked AS for providing the additional insight and remarked that it is good to see progress being made and also to understand how different years are not always comparable, but seeing the progress of a particular cohort over the 3 years shows the levels improving.</p> <p>AS wished to formally record his enormous thanks to all the staff of whom he cannot speak highly enough. They have embraced the use of technology to support children's home learning and continue to do so even though most of the school's children are in and staff are planning and delivering class based learning as well. AS thanked his leadership team of Nicola Jones, Emma Ward and Lorraine Breen who have been brilliant throughout and expressed his gratitude to them for the support and hard work they continue to put in. He also thanked governors for the level of challenge and support he has personally received over the past few months. He judges that Milford is moving forwards well and he is excited about the future working with this team.</p> <p>MI equally wished to formally record her thanks to AS and all the staff at Milford for their clear commitment to making the best of the circumstances the pandemic and its restrictions have thrown upon them so that Milford's children do not suffer. It is very clear from the <i>Thank you</i> banner parents hung on the school fence to the many, varied, and exclusively positive messages parents have sent to the school, just how much parents value and appreciate all Milford has done for their children and families since restrictions began. MI also thanked governors for being prepared to adapt their ways of working so quickly and hopes that this approach will continue even when restrictions have lifted; technology can help schools and governors work smarter.</p> <p>All governors wished staff a restful and very well deserved summer break.</p>	
6.	<p>SAFEGUARDING UPDATE</p> <p>Governors asked if there was anything additional the school or governors could do to make sure the safeguarding concerns are progressed as they should be. AS confirmed that one case has been closed and others are being carefully managed and recorded as required.</p> <p>AS reported that all governors and staff have been enrolled in the Hays Education online safeguarding training. He has been able to negotiate a cut price deal with them to cover the essential safeguarding training the school requires including safer recruitment. This means that school staff are fully compliant.</p> <p>The safeguarding policy has been updated and issued to governors. It has only a few changes, for example, the change in terminology of <i>honour based violence</i> to <i>honour based abuse</i>. Governors will email RD to confirm that they have read it and approve it.</p>	<p>All govs 15 July</p>
7.	<p>CONSTITUTION OF THE GOVERNING BODY (Statutory)</p> <p>Governors confirmed all appointments/elections will be informed by the skills required to ensure effective governance of the school.</p> <p>A: <i>RD to contact JH with regard to taking up a Co-opted governor role.</i> This will be completed over the summer holiday so that JH is in place for the autumn term.</p> <p>A: <i>MI will write to LB thanking him for his commitment to the Governing Body and accepting his resignation with effect from the beginning of May.</i> Carry forward.</p> <p>a. No governor has been appointed since the last meeting.</p> <p>b. No governor has resigned since the last meeting.</p> <p>c. The following governors' terms of office are due to expire within the next year:</p> <ol style="list-style-type: none"> <i>Co-opted Governor, Mel Isherwood, 15.09.20</i> Governors agreed unanimously that they would appoint MI for another term as Co-opted governor, with effect from 16.09.20 until 15.09.24. <i>Parent Governor, Emma Hardy, 30.11.20</i> See d. iii. Below. 	

	<p>d. Vacancies</p> <p>Governors confirm that they are still seeking suitable non-parent nominees who have Special Educational Needs (SEND), finance or premises skills/experience and/or are prepared to take on a leadership role.</p> <ul style="list-style-type: none"> i. <i>2x Co-opted Governor</i> RD To explore possible recruits through the various governance agencies over the summer holiday. ii. <i>1x Foundation Governor</i> As above. iii. <i>1x Local Authority Governor</i> A: Progress towards nomination of EH to this role. As the LA Governor Nomination Panel do not meet until October, this will be completed over the summer holiday in readiness for September 	<p>R Dunnage 01 Sept</p>
8.	<p>GOVERNOR TRAINING & DEVELOPMENT</p> <p>A: RD to send out the Godalming Learning Partnership GLP skills audit. Carry forward.</p> <p>a. Governors to confirm the training they have undertaken this term. RD to show governors how to access the online governance document storage so that they can update their own training as and when they complete it.</p> <p>b. Governors to consider moving to a Teaching and Learning and Premises and Finance committee structure as well as FGBs. Prior to the meeting GC had indicated that he fully supported the development of such a structure and would be keen to be part of the finance committee. Governors present discussed the proposal and, whilst very keen to increase the depth of analysis in these areas did not judge that a formal committee structure was required. They would instead like to develop these as monitoring groups which will challenge and discussion the relevant issues and have a Lead who prepares the report for the full governing body (FGB) to review as part of their normal scrutiny and decision-making process. Governors agreed that increased monitoring over the coming year will be helpful to ensure school leaders are properly supported in the important COVID-19 recovery phase.</p> <p>Governors agreed the following structure of three monitoring groups:</p> <ul style="list-style-type: none"> 1. Resources – Dan Keat (Lead), Helene Goddings, Greg Clements 2. Teaching & Learning – Emma Hardy (Lead), JH, Helen Szczepanski 3. SEND & Safeguarding – Mel Isherwood (Lead), plus new suitably experienced governor <p>Each Lead will agree meeting dates with the relevant school leaders and their team and ensure the resulting monitoring report is sent to the Clerk 7 clear days before the next FGB meeting.</p>	<p>R Dunnage 15 July</p>
9.	<p>MINUTES OF PREVIOUS MEETING</p> <p>Governors agreed the minutes of the April, May and June meetings as an accurate record. Minutes will be signed digitally by the Co-Chairman. Once normal working has resumed the Clerk will ensure paper copies are signed in person and stored in the Governors' file at school.</p>	
10.	<p>ACTIONS</p> <p>All relevant actions and matters arising from the previous meeting are already covered in the agenda. Actions relating to monitoring in school are on hold.</p>	
11.	<p>To note any Part 2 business</p> <p>Governors confirmed that no items need be considered Part 2 business and excluded from the public minutes.</p>	
12.	<p>DATES OF MEETINGS 2020-2021 AND FUTURE AGENDA ITEMS</p> <p>a. Dates <i>Governors considered and agreed the dates for the coming year which are based on this year's normal pattern. The monitoring groups will usually meet 2 weeks before the FGBs.</i> Monitoring Group leads to set dates for the coming year in the 2 weeks before the relevant FGB meeting and let the Clerk know.</p>	<p>D Keat E Hardy M Isherwood 20 July</p>

Agenda setting	DATE	FOCUS
21 Sept	07 Oct	Governance regulations, ToR & Standing Orders, Assessment of learning gap
02 Nov	18 Nov	HT report; Draft budget <i>NB the Pay Committee should meet beforehand.</i>
18 Jan	03 Feb	Autumn term data analysis; SFVS
01 Mar	17 Mar	HT report; Finance update; Monitoring session
22 Mar	21 Apr	Spring term data analysis; Budget approval
21 Jun	07 Jul	HT report ; Summer term data analysis; GB business

b. Future Agenda items:
Nothing highlighted in additional to the usual FGB foci noted above.

Meeting closed 4.55pm

Chairman's signature: *Mel Isherwood*

Date: 07 October 2020

Appendix 1

Additional data from previous years

2016/17 Y1 writing Summer end

Year 1 NC Writing - Composition over time

NC Writing - Composition Year 1 → Year 2 : NC 2017 (WT, WA, GD) - Linear NO IN BETWEEN																															
60 → 78	Ungraded	P7 Emb	30-50 Emb	30-50 Emb+	p7 Emb+	40-60+ Beg	P8 Beg	40-60+ Beg+	p8 Beg+	P8 Dev	40-60+ Dev	40-60+ Dev+	p8 Dev+	40-60+ Emb	P8 Emb	40-60+ Emb+	p8 Emb+	W WT	W WT+	W WA	W WA+	W Emb	W Emb+	Exceeding	1 WT	1 WT+	1 WA	1 WA+	1 GD		
End of yr 1	1 2%		1 2%																							11 22%	4 8%	10 20%	13 26%	10 20%	
Spring	2 4%							1 2%										5 10%					12 24%	1 2%		6 12%	6 12%	16 32%	1 2%		
Autumn	5 10%							1 2%				1 2%	2 4%	1 2%							9 18%	1 2%	7 14%	5 10%		17 34%	1 2%				
Start of yr 1	5 10%					1 2%				3 6%			1 2%	1 2%				7 14%	2 4%	9 18%	4 8%	17 34%									

For Year 1 writing – 66% are on track in terms of attainment currently, with 8% slightly below expected. This is a positive looking outcome, particularly with the high turnover in the year group and the 4 additional children who joined Milford all being significantly below the expected standard. These 4 children are all receiving additional support to help them to ‘close the gap’. 3 of the 4 have SEND, with 3 of the children being Pupil premium (one of whom is SEND and Pupil premium). Further support has been planned for those children who didn’t quite make the expected standard as they move into Year 2.

By the time this cohort left Milford the results had increased to 68% for writing outcomes (national average) - up from 56% 2015/16 prior to AS starting at the school in September 2016.

2017/18 Reception Summer end

Specific Learning Goals ¹	25.4%	74.6%	0.0%	74.6%		2.08
□ Literacy ¹	25.4%	64.4%	10.2%	74.6%		1.92
Reading	20.3%	61.0%	18.6%	79.7%		1.98
Writing	25.4%	64.4%	10.2%	74.6%		1.85

This cohort is our current Year 2 children, with significant additional need, where for writing we were on track for 76% when Covid hit. This is positive progress.

2017/18 Year 1 Summer end

This was last year’s Year 2 cohort, with them securing our best ever writing outcomes of 75%, above national and Surrey averages.

		NC Maths	NC Writing - Composition
Cohorts	Total (60 pupils)	Attainment (Green+) (units of assessment)	Attainment (Green+) (units of assessment)
General	Year 1		
All Pupils	60	76.7%	76.7%
Boys	32	81.3%	71.9%
Girls	28	71.4%	82.1%
Pupil Premium	6	50%	50%
Not Pupil Premium	54	79.6%	79.6%
Ever 6	5	40%	40%
Not Ever 6	55	80%	80%
Disadvantaged (Ever6, PLAA or LAC)	6	50%	50%
Free School Meals	3	33.3%	33.3%
Not Free School Meals	57	78.9%	78.9%
LAC (Looked after children / in care)	1	100%	100%
Not LAC	59	76.3%	76.3%
Post Looked-After (adopted From care)	1	100%	100%
Term of Birth: Autumn	17	88.2%	94.1%
Term of Birth: Spring	16	87.5%	75%
Term of Birth: Summer	27	63%	66.7%
English as Additional Language (EAL)	5	80%	60%
Not EAL	55	76.4%	78.2%
Services Child	2	0%	0%
Not Services Child	60	76.7%	76.7%
SEN	Year 1		
Total SEN	6	33.3%	33.3%
EAL Levels	Year 1		
Total EAL	5	80%	60%

2018/19 Reception Summer end

Subject			Emerging	Expected	Exceeding	APS	
Prime	Comm and Lang	Listening and attention	13%	55%	32%	2.18	
		Speaking	13%	52%	35%	2.22	
		Understanding	12%	52%	37%	2.25	
	Physical Dev	Health and self-care	2%	70%	28%	2.27	
		Moving and Handling	13%	60%	27%	2.13	
	PSED	Making relationships	8%	68%	23%	2.15	
		Managing feelings and behaviour	13%	63%	23%	2.10	
		Self-confidence and self-awareness	15%	57%	28%	2.13	
Specific	Literacy	Reading	25%	53%	22%	1.97	
		Writing	28%	63%	8%	1.80	
	Mathematics	Numbers	13%	70%	17%	2.03	
		Shape, space and measure	13%	57%	30%	2.17	
	Arts	Being imaginative	13%	65%	22%	2.08	
		Exploring and using media and materials	12%	60%	28%	2.17	
	The World	People and communities	13%	62%	25%	2.12	
		Technology	7%	70%	23%	2.17	
		The world	13%	48%	38%	2.25	
National Average Point Score			34.50	Average Total Points			36.19

- Good Level of Development across the year group (of 59 chn) = 42 chn = 71.2% (compared to last year's national ave of 72% - 3% below SDP projection, however this is accounted for by the addition of an EAL child in January with no English and a child previously excluded from another school)

(out of 59 due to a joiner in June whose data goes on previous school – child is on this grid though, which explains why percentages maybe don't quite tally with number of children)

- Reading = 45 chn = Expected Early Learning Goal or above 76.2% Exceeding Early Learning Goal 22%
- Writing = 43 chn = Expected Early Learning Goal or above 73% Exceeding Early Learning Goal 8.4%

This is our current Year 1 cohort, who despite Covid 19 and increasingly difficult circumstances in some classes (high level SEND, significant Emotional Behavioural difficulties in both classes, with some children attending 'nurture groups' in the mornings and new joiners since this data with significant additional need (EHCP x 2). This explains the slight drop as it stands with their data 'today'. That said, it is recognised that we can still be doing more to tackle this and improve outcomes for these children, hence the 'Sounds Write' phonics plan, ongoing 'Talk for Writing' training for staff. Our 'recovery' plan will take this into account and the addition of LSA support for afternoons in Year 1 and 2 will help to redress this with specific group and 1:1 work including 'catch up keep up' activities regularly throughout each day and a focus on 'key skills' for specific individuals. This is something we will be looking at with staff on 13th July staff meeting.

2018/19 Year 1 Summer end

Attainment ARE Grid

Milford School (936/2315)

Year 1 (57)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	4%	16%	61%	19%	0%
Reading	4%	16%	54%	26%	0%
Writing	4%	25%	61%	11%	0%

Attainment all children in Maths and reading is positive at 80%.

Writing is in line with expectation for the year group at around 72%. It will be interesting to track this year group in Year 2 to see how they achieve. Of the group of children working towards expected attainment, there are seven children with fine motor/core strength issues which is their biggest barrier to achieving well in writing, despite additional fine motor/handwriting work in class.

This is our current high need Year 2 cohort. Writing outcomes for this group were 76% upon leaving Milford, so therefore good or better progress was made.

I hope this data gives a useful oversight of the journey and context of what we have been working through with writing in particular at Milford. It is worth noting that previously we had 0% of Year 2 children leaving Milford with greater depth for writing. Our outcomes have significantly improved in this area, including a notable closing of the gender gap from around 30% between boys and girls from September 2016 to below national average gender gap (less than 10%).

End