

**Minutes of a governing body strategy meeting of Charles Dickens on Thursday, 14<sup>th</sup> September, 2016 at 9.00 am**

Governors Present: Nik Nicol , Shulamit Ambalu, Cassie Buchanan (Headteacher), Emma Gleadhill, Laura Johnson, Claire Maugham, Andrew Mayer, David Moore, Annastazia Nyaga, Linda Taylor

Others Present: Malcolm Booth, Jemima Rhys Evans (Associate Members)  
Freddie Vanson (items 1-3 only)

Clerk: Carrie Fentum

The Meeting Began at 9am.

Governors welcomed Freddie Vanson to the meeting and introductions were made

1 Apologies were received from Michael Eggleton

2. **Election of Chair of Governors**

Nik Nicol informed governors that his two year term was at an end. Nominations were invited for election of a Chair of Governors. Claire Maugham was nominated by Laura Johnson and Seconded by Andrew Mayer. There were no further nominations.

**Claire Maugham was elected as chair of Governors**

The chair of governors thanked Nik Nicol for all of his work as Chair of Governors and offered congratulations on the arrival of his son. She said that she hoped he would continue as a governor.

3 **Ruler Programme exercise**

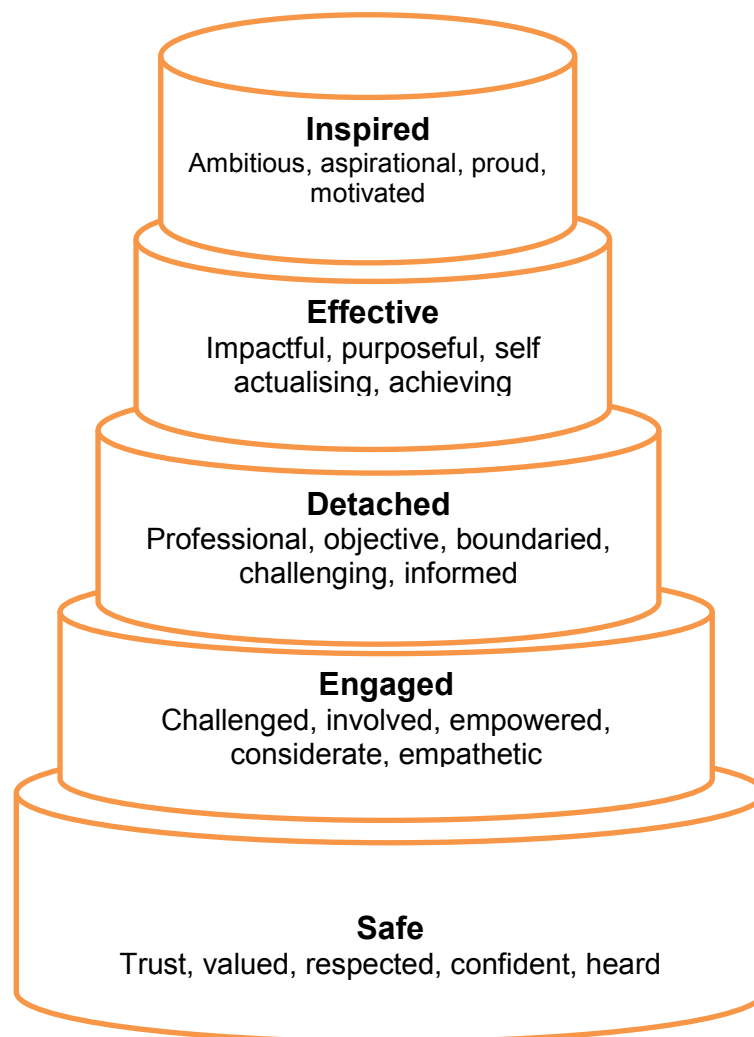
Emma Gleadhill and Freddie Vanson presented the which had been circulated prior to the meeting. They gave an explanation of the Ruler programme and explained its place in the five year strategic plan: It forms part of the mental health work done by the school and is for all members of the school community. The Ruler programme will enable a dispersal of expertise across the staff and will help staff to build expertise using a range of strategies to handle feelings and emotions. Teachers learn how to tap into the emotions through learning. The programme can help to close gaps in the learning of pupils with SEN

or those working with outreach groups, beyond what can be achieved through academic intervention.

It had been decided that during this year the staff would become familiar with the programme. Inset had been used for staff to develop their own charters. Next year these would be rolled out in the classroom.

Governors worked in groups to develop their own mood meters in order to develop their own understanding of the programme, to engage with it and to consider their own, and the board's emotional responses to governance.

Governors then developed their own charter, a Stacking cup image was agreed showing how different emotions are built on to achieve effective governance.



Thought was given as to how these emotions would be reflected in the work of governors. It was suggested that for example detachment might relate to ensuring that governors are prepared in advance ensuring that any other business is not seen as an ambush or becomes hijacked. This would contribute to a safe environment. Minutes could record, for example, the most inspiring thing that

happened in a meeting.

It was felt that this had been a useful and interesting, sharing process

It was noted that the process had given a sense of how it might play out with the children. The next year would be an opportunity to consider the positives and negatives of the scheme before it is rolled out across the school

#### 4 **CDPS strategic plan**

A draft of the strategic aims for the school had been circulated prior to the meeting. These were based on conversations at the previous strategy day. Governors considered whether they were still relevant. It was noted that an overarching aim and moral purpose for the school has been a sense of social purpose and spreading the schools excellence as widely as possible. There was discussion about ways in which this aim could be continued or developed further. Ideas for this were

- Becoming a leading school, this is already happening through the teaching school alliance. It is hard to measure and quantify
- Being a centre of excellence, for example through the work on the RULER programme
- Commitment to the wider society
- Providing academic excellence to children beyond the school
- Providing leaders and headteachers of the future
- Providing ways for excellent teachers to develop through different means, for example action based research
- Working with other schools as a way to retain good teachers while allowing them opportunities to develop
- Looking beyond the idea of other schools as competitors and developing a generous, sharing approach to excellent practice

It was felt that the strategic aim of the school should be flexible and adaptable to any opportunities presented.

It was agreed that the following elements would be included in the overarching aim.

- That the school should be Outward facing
- That the school should be involved in Leading
- Well being
- Inclusivity

It was agreed that the draft would be considered again at the meeting of the governing body on 6<sup>th</sup> October.

Governors considered one year targets and agreed which subcommittees would monitor the targets.

Section 1 Teaching, Learning and Assessment.

It was noted that the recommendations are driven by the school data,

particularly the gap between reading/maths and writing and issues with spelling accuracy

The school has identified that some aspects of SEN provision are in need of more focus. From this year there will be a year 3 dyslexia screening programme. It was noted that the school has benefited from the leadership of other schools in the school alliance. The RULER programme will also assist with this

The one year target recommendations were accepted.

## Section 2 Pupil Outcomes

It was noted that it is too early to assess the new schemes and it was agreed that they would be considered by Curriculum and Standards committee

The headteacher brought an issue not in the SIP plan to the attention of governors:

It was explained that the school is focusing on those Pupil Premium pupils who are high attainers at the end of KS1 but whose attainment does not keep pace with their non Pupil Premium counterparts. It was explained that philosophical enquiry, vocabulary and general knowledge do not develop at the same rate for pupil premium pupils.. This is reflected nationally. This group is statistically relevant, accounting for about 5 pupils per year. The school will tackle the issue by applying more precision to the use of pupil premium funding and more tailored interventions. It was agreed that this would be included in the targets and that termly data will be produced for the group which will be considered by governors.

## Section 3 Leadership and Management

It was felt that under target 1 the school should be considering the relationship with the wider world and should allow and encourage staff to discuss their next steps beyond the school; this would be within the context of maintaining strong leadership within the school. Under target 2 It was agreed that the content relating to the Teaching Schools alliance should not be included here.

It was suggested that there could be an action to develop a local community strategy with the success criteria being how the local community are making use of the school's facilities.

## Section 4 Personal Development

It was noted that at present this looked more like a 3 year plan as it had been decided to develop the RULER programme at a slower pace than had been recommended.

It was agreed to ask RULER for support on benchmarking, for example whether any other schools use mood markers and with what results.

Annastazia Nyaga left the meeting at 11.45

Malcolm Booth left the meeting at 11.45

It was noted that it would be difficult to measure the effects and hard to know what could be attributed to RULER. It was felt that it would not be useful for too much time or resources to be spent on monitoring, however thought would need to be given to ways to measure success or effectiveness. It was agreed that the programme demonstrates ambition and it was noted that the feedback from staff had been positive.

It was agreed that the areas in the School Improvement plan could be monitored by the following committees

Teaching and Learning and Pupil outcomes would be considered by Curriculum and Standards Committee

Leadership and management would be considered by Resources Committee

Personal Development would be considered by Children, Families and Community Committee

It was agreed to change the name of Resources committee to Resources and Growth Committee

## **5 Plans in relation to school status:**

Governors discussed the potential change in the status of the school. It was felt that this was a decision that should not be rushed and that all options would need to be carefully considered. Governors felt that their position on acadamisation was neutral. However, as the government has set the agenda it was important to consider the options rather than any decision being out of their hands. It was agreed to convene a task force to consider the options for the future status of the school.

David Moore left the meeting at 12.05

There was discussion about whether governors should inform parents that they were investigating options. Governors raised concerns that such a communication might cause anxiety within the school community, however it was felt that it should not be hidden. The Chair of governors undertook to send a communication to parents.

The Chair of governors undertook to invite all governors to join the Task Force.

It was agreed that the status of the school would be kept under constant review and that that the future status of the school would be discussed during the next two terms.

## **6 Any Other Business**

It was noted that Partnership governors will be appointed and that interviews would be set up.

Date..... Signed.....