



Working and learning together for success

SARISBURY CHURCH OF ENGLAND JUNIOR SCHOOL

MINUTES OF THE MEETING OF THE FULL GOVERNING BODY MEETING HELD ON 4TH MAY 2017 AT 5PM

Present:

Rebecca Bleeck (RB)	Staff Governor
Kevin Briscoe (KB)	Co-opted Governor
Ken Cordner (KC)	Foundation Governor
Nichola Dunning (ND)	Parent Governor
Sharon Hamblin (SH)	Co-opted Governor
Marisa Lamb (ML)	Parent Governor
Sandy Matheson (SM)	Foundation Governor
Rob Rees (Chair)	LA Governor
Andrew Stockton (HT)	Headteacher
Charlotte Weavers (CW)	Associate Member

In Attendance:

Bridget Dean (Clerk)	Local Authority Clerk
Louise Leon (LL) [until 6.20]	Admin Officer

Apologies:

Tanya Culley (TC)	Parent Governor
Janet Dulledge (JD)	Foundation Governor

Quorate: ✓

Agenda Item		Action
1.	<p>Welcome and Apologies for Absence: The Chair opened the meeting at 5.02pm and thanked everyone for coming. It was noted that apologies had been received and accepted for TC & JD. A Hamman had tendered his resignation since the last meeting, and this was accepted. Now that the governor skills audit had been completed, an advert for new governors would be circulated. Q – Were any particular skills required? A – Finance skills would be useful now that AH had left, as would buildings/resources and/or links with the wider community.</p>	Chair/HT
2.	<p>Declarations of pecuniary interest: None.</p>	
3.	<p>Minutes of the meeting held on 8th March 2017: These were agreed to be a true record of the meeting, approved and were duly signed by the chair. Q – On p3 there was a reference to mid-year reports. Where did these come from? A – These would have been emailed with the HT's report and the link governors would have used that to form the basis of their conversation with the relevant member of staff.</p>	
4.	<p>Matters arising from the minutes of the last meeting: 6.1 – The HT would re-send the anonymised work sampling reports. 6.2 – Governors were requested to arrange visits with link year leaders.</p>	HT All

Signed by Chair.....



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	<p>10 – Benchmarking – this had been carried forward to Resources Committee for Autumn 17.</p> <p>20 – Training – ND circulated a summary of recommended courses for governors to attend relating to their committees and responsibilities. Governors could log in and book courses themselves or request ND to do this.</p> <p>Q – Did they still have access to ‘Modern Governor’?</p> <p>A – Login details for this were on the list of training provided.</p> <p>Q – Had the school continued to pay for access to Modern Governor?</p> <p>A – Governor Services had stopped this, however the school still had access and ND would check who paid for this.</p> <p>Q – Was there a specific login to access e:learning?</p> <p>A – The Gov Services training was available with the Governor login details, and Modern Governor might continue to work.</p>	<p>Resources</p> <p>All</p> <p>ND</p>
<p>5.</p>	<p>Headteacher’s Update: Phase 2 Data & Monitoring Full details had been included with the SIP under item 6 (below). The data capture and progress was the most relevant for governors to look at.</p> <p>Staffing The HT expected staffing to remain stable for September.</p>	
<p>6.</p>	<p>Progress against SIP: Phase 2 Data:</p> <ul style="list-style-type: none"> • Writing, Reading and maths continued to be good overall; <p>Reading</p> <ul style="list-style-type: none"> • this was strong with 86% achieving or exceeding Age Related Expectations (ARE) in Yr6; • 75% were achieving ARE at that time, with 15% at Greater Depth (GD); • As many pupils had been recorded as Level 3 on entry under the old system, the school needed to show a rate of progress commensurate with this. • Traditionally a strong subject, it was likely that the current attainment was more about understanding the criteria and gathering evidence than actual achievement. <p>Maths</p> <ul style="list-style-type: none"> • This was strong across the school with 83% achieving or exceeding ARE. • Some were close to and would get there in the next 3 weeks. <p>Writing</p> <ul style="list-style-type: none"> • This was less strong, particularly as children had to show evidence of achievement in all elements. • Currently 79-80% were ARE in each year group. <p>Q – Was every year group weaker in this area?</p> <p>A – Yes, however this was mainly about understanding what ‘on track’ looked like and gathering the relevant evidence. The LA had now sent out some exemplars which helped.</p>	



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PP & SEN

- They were seeing diminishing differences, but not quickly enough.
- The school was investing in interventions for these children; however closing the gap would be very hard for some.

Overall data was strong and the Year Leaders would show this to governors in their mid-year review. The HT was hoping for a 6-8% improvement on results on last year.

They were looking harder at reading at GD and whether the guided reading programme produced enough evidence. It was also possible that criteria may be applied differently across the school, with some teachers marking harder than others.

The middle learners [old L2] were critical. The school needed them to achieve ARE, however it was difficult to compare with the old system.

Last year there was an issue both nationally and at school level with achieving ARE across the 3 core subjects and SJS had 62%. This year they hoped for more than 70% of children to achieve ARE in all 3 areas.

SATs

The Yr6 mock SATs had gone well, and the children were ready – even looking forward to! – SATs the following week. The view amongst education professionals was that the Reading test had been amended following feedback the previous year so that it would be more graduated; that questions would become progressively harder through the paper. This meant that all pupils should be confident enough to have a good attempt.

Maths - the pupils did well the previous year and they had worked hard this year to get over the threshold for ARE.

SPaG – The standard was likely to get higher, particularly as the paper was more likely to be written than multi-choice.

The children were ready but had not been drilled. They had done revision but not at the expense of a broad and enjoyable 2 terms. They seemed to be peaking at the right time.

Q – Could the governors see some past papers?

A – these were available online or from the HT.

The HT observed that the tests were likely to evolve over the next few years as the curriculum & assessments became established.

A lot of work had been undertaken with the teachers on moderation, which had supported levelling the attainment across the years with less harsh marking. More exemplars had been produced by the LA to guide teachers.



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	<p>Monitoring lessons The SLT had spent a week in each year group on:</p> <ul style="list-style-type: none"> • Pupil conferencing; • Work sampling; • Drop-in visits; <p>Although this was more of a challenge for teachers because of the drop-in element, they said they preferred this holistic approach. During this time they had observed the pupils engaging with their learning in more personal ways by using the tools available to them and building resilience through this. The HT would send anonymised reports to governors, and the SLT had also written letters of thanks to the pupils. They would have another set of monitoring weeks in the summer term.</p> <p>They had done some work on learning behaviours and the right to learn. This included what was appropriate ‘working noise’ in a classroom when some pupils were working in groups and some on individual tasks, and the impact of this.</p> <p>Q – Did the teachers appreciate the monitoring weeks? A – Yes, they found them valuable, especially to have an objective view of how the class was engaging with learning.</p> <p>Pupil behaviour remained outstanding, even though they had a few challenging pupils who needed support.</p> <p>Curriculum innovation – this was going well and the HT was pleased that SJS continued to offer a curriculum which gave pupils a rich and varied learning experience at school. This had come out in the pupil conferencing.</p> <p>The governors agreed that it was important to develop the whole child so they were ready for secondary school.</p> <p>In class, the pupils looked at topical subjects in English eg migration, to help them consider a subject more broadly. The SLT also strongly believed in the importance of teaching the arts.</p> <p>The Governors were looking forward to meeting with link teachers and celebrating the success of how much they could achieve and still organise learning in the classroom.</p>	HT
7.	<p>Performance Management Report : Mid-year reviews had been completed with all teachers and they had started on the end-of-year reviews.</p>	
8 & 9.	<p>Budget Plan 17/18 & 3-year forecast. This had been discussed in detail at the Finances & Resources Committee, who recommended the budget to the FGB. A copy of the budget was circulated at the meeting with a summary based on the current expenditure and forecast. The pupil roll was anticipated to be stable and growing, which was particularly important when more of the budget was likely to be based on numbers.</p>	



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Staffing numbers remained the same including all the part time staff and the funding for an additional role to cover classes so that teachers could spend time conferencing with PP children. They were pleased to be able to spend the PP money for this, as it was widely accepted to be the most beneficial intervention.

They would continue to employ 16 teachers across 12 classes, and the budget indicated that this was both stable and affordable. Additionally, they had been able to purchase higher quality resources in some areas.

Buildings – they would continue with the rolling programme of redecoration and maintenance.

Learning resources – they would continue to invest in IT, including the provision of interactive screens in Yr5, carrying forward IT funds for the future.

2017/18 budget showed an in-year deficit because they planned to spend the whole budget on children currently in the school and they had the capacity in brought-forward reserves to do this.

2018/19 – they anticipated a small saving on staff costs.

2019/20 – they intended to use some of the carried-forward surplus to update IT equipment.

They were pleased to have a £36k buffer at the end of 3 years.

They had been able to manage staff returning to work well and accommodate staff wishes for hours.

National Funding Formula – at the moment they did not know what this would look like, however there would definitely be change. The HT did not think it was morally right that small and deprived schools would suffer, and preferred Hants' model for fairer distribution of funds, which was unlikely to continue. He anticipated that SJS would continue to manage due to the NOR. The fixed budget had already reduced over the last 4-5 years in real terms. The cluster schools had strongly rebutted the current proposals.

Q – Had IT expenditure been taken out of revenue?

A – This had been taken from the surplus carried forward.

The budget proposal for 2017/18 was **approved** as follows:

Total Income	£1,448,839	(one million, four hundred & forty-eight thousand, eight hundred and thirty-nine pounds)
Total expenditure	£1,450,036	(one million, four hundred & fifty thousand, thirty-six pounds)
In-year deficit	(£ 1,197)	(one thousand, one hundred and ninety-seven pounds)
Surplus brought-forward	£ 60,000	(sixty thousand, pounds)
Cumulative Surplus	£58,803	(fifty-eight thousand, eight hundred and three pounds)



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<p>10.</p>	<p>Capital Expenditure: The staff toilets had been refurbished, which left £14k to carry forward, plus the allocation for 17/18 of approximately £8k.</p> <p>The HT wanted to replace the wooden benches outside and join with the Parents Assoc to provide picnic tables and chairs.</p> <p>The HT also wanted to consider the Office/Reception area again so they could gain some space in the long-term.</p> <p>Wraparound Care This was due to open in September and was already proving popular. This would increase the income available to the school by approximately £18k pa, and they could use this money to invest in a building for the purpose as it was currently expected to use the library.</p> <p>Q – What was the cost of putting suitable facilities in the hut? A – This required extensive drainage work, however they had not received quotes for this yet. It also would need toilets and a kitchen space.</p> <p>Q – Could they consider a log cabin similar to the one at Park Gate? A – They could consider this, and also the possibility of hiring out the school during the school holidays, both as a revenue stream and to serve the local community. Building costs were very high and beyond the normal capital budget, so the HT would speak to the LA to consider investment.</p> <p>Q – Which year groups had been offered wrap-around care? A - Yrs 5, 4, 3 & 2.</p>	
<p>11.</p>	<p>Attendance & Punctuality: 14 children had attendance below 90% and the school was engaged in a process with the families with the lowest attendance.</p> <p>Q – What reasons were given? A – The school did not always get reasons, although there were some with health issues. They were working with the Early Help Hub and the school’s Families Link Worker.</p> <p>Q – Had the figures changed? A – No, however children with complex needs or those taking holiday could easily drop below 90%. Overall the attendance was still good at 97.6%. This included many with 100% attendance. The HT did not believe they needed a reward scheme for attendance.</p> <p>The HT told the GB that the Family Support Worker was excellent, and the office staff were very proactive in following up absences. The IoW judgement had upheld the LA’s position on holiday so fines would be re-introduced.</p> <p>Q – Did parents still need to complete a form for holidays in term time? A – Yes, and they still wanted parents to be honest. The HT would prefer more flexibility to take personal circumstances into account, and the fines were not a deterrent.</p>	
<p>12.</p>	<p>Home School Agreement: It was agreed that this would remain unchanged, having been changed the</p>	



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	<p>previous year to include social media. [LL left at 6.20]</p>	
13.	<p>Governor Training: In the academic year 16/17 the cost of the SLA was £1,375 + £250 for Modern Governor. The cost of courses undertaken would have been £2,145.</p> <p>Governors were encouraged to take advantage of any course. Q – Did they need to be specific to their responsibility? A – Governors should consider their future development too, however it was suggested that they prioritise the courses most relevant to their current situation. Some courses, eg Ofsted and Safeguarding were always relevant.</p> <p>WGBT – a suggestion was made that they look at the new Competency Framework, however this would be considered in the July FGB</p>	FGB Agenda
14.	<p>New Governors: There was a need for 2 x co-opted governors. It was agreed that they needed to make the level of time commitment clearer at the outset, and review the Induction process in light of recent appointments.</p>	
15.	<p>Training for HT Performance Management: TC, JD and any others were encouraged to undertake this or consider a refresher in preparation for the next round.</p>	TC/JD
16.	<p>Transition: Yr 2 and Yr6 had begun the transition arrangement with the vulnerable pupils, working with the SENCo and parents. Yr 6 Pupils were working with the Head of Year. Yr3 teachers had met with the Infants, and a meeting for parents was planned. It was anticipated that the transition arrangements would take place this term in the same way as previous years.</p>	
17.	<p>Governor Visits /Governor Monitoring Plan/ Review Evidence: The summer term programme had been distributed by the Chair, and governors were encouraged to set up visits, especially for Yr6, as this half term was very short. Most of the Spring Term reports had been completed.</p> <p>It was noted that the evidence of Leadership and Governance was strong. It was important to be able to demonstrate strong governance at an Ofsted inspection. Q – The review form seemed quite rigid. Was it possible to amend it to suit the meeting? A – Governors could add an addendum with additional information, using the form as a summary document.</p>	
18.	<p>Premises, H & S The last visits had taken place on 30th January and 6th March, and dates had been set for visits during the Summer Term.</p>	
19.	<p>PP & PSF The allocation of funds for PP had not yet been confirmed, however they were working on the basis that this would continue at the same level as 16/17.</p>	



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	The PSF funding had been confirmed as £9.5k for the next 2 years. This money was used for ½ day per week coaching provided by Henry Cort and additional coaching was purchased from external providers for various clubs.	
20.	<p>Safeguarding Governors needed to be confident about what to do in the event of a safeguarding issue or disclosure coming to light. The instructions and contact details were on the back of ID badges and pinned up around the school.</p> <p>All DBS information was up to date. Safeguarding continued to be high on the agenda at staff meetings in the school.</p> <p>More information could be found by following this link: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>All governors were required to undertake the Safeguarding e:learning module.</p>	All
21.	<p>Code of Conduct The Chair had updated the document and would send the draft for discussion at the next meeting.</p>	Chair
22.	<p>Policies The outstanding policies had been approved at the previous Finance & Resources meeting.</p>	
23.	<p>Rights Respecting Education (RRE) This had been outlined in the recent Governor newsletter. The HT was keen that pupils understood the Unicef convention that responsibilities went alongside rights, and had used the programme to enrich the school's learning culture. A presentation on recent work on education in India had been very powerful and had a big impact on pupils. The HT wanted to explore this further in relation to tolerance and respect, the impact of choices, restorative justice etc. He would look at timetabling this as part of PHSE.</p>	
24.	<p>Competency framework for Governors This would be considered further at the Strategy Committee meeting. More details could be found through this link: http://www.nga.org.uk/Guidance/Legislation,policies-and-procedures/Government-advice-and-guidance/Competency-Framework-for-Governance.aspx [RB left 6.52]</p>	Strategic Planning Committee
25.	<p>Any other agreed urgent business: A letter about the proposed funding had been sent to the local MP.</p>	
26.	<p>Items for the next agenda: GB performance review Approval of Code of Conduct</p>	
27.	<p>Date of the next FGB meeting – 5th July 2017: The date of the next meeting was agreed as 5th July 2017. Governors were reminded that there would be an information meeting on 28th June where Year Leaders would give presentations.</p> <p>The chair closed the meeting at 6.55pm and thanked all for attending.</p>	All



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Agenda item	Actions agreed	Responsibility	Completed
4.6.1	Email the GB with details of anonymised work sampling for Year 5	HT	
4.6.2	Link governors to discuss the mid-year reports with year leaders	Link Governors	
4.20	Governors to attend relevant training	All	
4.20	Check payment for Modern Governor	ND	
6	Anonymised monitoring report – send out	HT	
13	WGBT	FGB Agenda	
15	HT Performance Management training update	As necessary	
20	Safeguarding training	All	
21	Send draft Code of Conduct	RR	
22	Competency Framework	Stratgy Comm	
24	Information Evening 28 th June	All	