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| | as an accurate record and signed accordingly. | |
| 5 | <p>MATTERS ARISING</p> <p>5.1 Long term planning was incorporated into regular governor work</p> <p>5.2 It was agreed the governing body would not accept remote attendance but this would continue to be reviewed annually.</p> <p>5.3 Governors had already received the code of conduct and also the acceptable use of data document. JJ now collected governors' signatures confirming they had been read and understood. There were no queries.</p> <p>5.4 Follow up to the speech and language presentation would be by usual governor work and the SEND review.</p> <p>5.5 It was agreed to meet 15th January 4pm to review Ofsted criteria and plan work on any areas identified requiring further focus.</p> <p>5.6 KW would send MG list of focus governors.</p> <p>5.7 Late papers for meetings were a problem and a reminder was issued to ensure these were received by the clerk at least 7 days before a meeting.</p> | <p>ALL</p> <p>MG</p> <p>ALL</p> |
| 6 | <p>VACANCIES</p> <p>There were two vacancies for co-opted governors and the GB had been seeking to recruit applicants with skills to complement those of existing governors. They were pleased to have received applications from KC and DH. References had been followed up, visits to the school with governors had taken place and the application discussed by email.</p> <ul style="list-style-type: none"> ❖ Kevin Cunningham was appointed as Co-opted governor ❖ Daniel Holmes was appointed as Co-opted governor <p>To improve the ease of convening panels it was agreed the setting up of a collaborative agreement with another GB by September 2016 would be sought. In the meantime two experienced governors of a local school had agreed to assist and the GB now</p> <ul style="list-style-type: none"> ❖ Agreed to appoint Ron Guilford as associate member to sit on panels for a term of one year. ❖ Agreed to appoint Irene Leeves as associate member to sit on panels for a term of one year. <p>Due to work pressures MG was unable to continue as Vice Chair of Governors and following nomination and seconding it was agreed</p> <ul style="list-style-type: none"> ❖ Paul Smith would take over the role of Vice Chair of Governors until the first meeting in the autumn term. | <p>JJ KW</p> <p>KW</p> <p>JJ</p> <p>JJ</p> |
| 7 | <p>Head teacher Report</p> <p>7.1 Raise online and SEF. Setting the context for the Single Plan Head teacher Report</p> <p>7.1.1 Governors had received the school self-evaluation document (SEF) which had recently been up-dated. It had been set out as 4 Ofsted areas with a separate area for EYFS. They had also previously considered the RAISE online report themselves and with the assistance of an external advisor. Dashboards too had been considered. The SEF judged the school to be good in all areas.</p> <p>7.1.2 HLH now gave further information:</p> | |

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- Progress meetings had taken place this term and the collation exercise would be complete by 5th Jan.
- Targets had been set so that by the end of Year 2 and Year 6 the cumulative target of 85%+ meeting age related expectations (ARE) would be at least met. Governors knew plans were in place to assist Year 1 and Year 5 to catch up.
- External data shows maths and SPAG in Key stage 2 and in Key stage 1 the proportion of 2b+ needed improvement but the updated data shows that it is writing needing attention. It is an issue right the way through the school.
- Data tracking for mainstream pupils is set up and appropriate; however for those making progress more than a year behind their peers we are awaiting government advice as the old P levels have been discontinued. A presentation from Bsquared who have a scheme is due in January.
- There had been enough external validation and evidence to confirm the good rating, with progress now being evidenced in EYFS and rapid progress in all other areas.
- Focus areas continued to be maths, SPAG and disadvantaged at Key stage 2
- The pedagogy and curriculum team for Edison have been developing peer coaching with teachers.
- There was now a stable leadership team and extended leadership team who were now starting to move forward independently.

7.1.3 **Looking at Key stage 1 you say you have closed the gaps.** The in school gap closed but talking about the national figures.

Why is there an imbalance between classes? They are children with different levels of need. We are working hard on moderation but there are differences. The more we do and the more validation we get, it will get closer. We also had 5 Newly Qualified Teachers (NQT) last year that were not experienced in doing that so this will therefore improve.

Is the imbalance reflected in the individual teacher's performance management target? Yes and no. Each teacher has their own target of a named group of children selected from Venn diagram data. If they meet their targets the teacher will solidly meet theirs.

7.1.4 Governors agreed they recognised the school depicted in the evaluation and confirmed personal development behaviour and welfare was an area of strength. HLH confirmed the areas for development had been taken into the plan for next term.

A governor noted the impact of the HT and SLT was evident e.g. eradicating inadequate teaching in under a year and through the leadership team and Edison, middle leaders had been developed.

7.1.5 It was agreed governors would evaluate the single plan, critically examine the impact and also note any uncompleted actions. This would be for review at the next FGB.

Committees and Reports

ALL

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| | <p>7.2 PROGRESS ON PLAN and CORE GOVERNOR BUSINESS</p> <p>7.2.1 EXTERNAL VALIDATION - EDISON REVIEW</p> <p>The review had taken place the previous day and two governors had attended. SW would circulate a written report. They informed</p> <ul style="list-style-type: none"> • Staff and Edison worked well as a team • Seemed an effective system and everyone knew what was expected and their own responsibilities • It was robust and rigorous • The development since the beginning of the project was evident. At the beginning groups worked separately but now it was all coming together with a whole school approach and making connections across the school. <p>How will it be sustained when they leave? DH informed there is now a sense of leadership running through the school, it is distributed and there is a collective ownership. It isn't onerous and there will be a point where they are not needed any more.</p> <p>Governors recalled the purpose of the project is that they won't be needed by the end of year 3 and it could be pared back.</p> <p>A governor commented that increasingly it was looking a good use of funds. This would be considered again at a later date as would teaching and learning.</p> <p>7.2.2 Curriculum Learning and Achievement committee</p> <p>This meeting had taken place immediately before this one. A brief verbal report was given and the minutes would be circulated for comment by the end of term. It was recommend the policies for all governors read the policies, particularly the assessment one for the purpose of work scrutiny and booklets.</p> <p>KW will send overviews for each committee</p> <p>7.2.3 Health Safety and Welfare committee</p> <p>The minutes were accepted</p> <p>7.2.4 Development and Resources</p> <p>The minutes were accepted. The pay policy had not yet been received.</p> <p>7.3 Recommendations from training and local or national events</p> <p>Due to time constraints this was not discussed.</p> | <p>SW</p> <p>KW</p> <p>KW</p> |
| 8 | <p>Clerk's Update</p> <p>There were no queries from the governor newsletter and JJ recommended reading the booklet 'The governors' yearbook 2016' drawing attention to the strategic approach suggested in a few areas.</p> | |
| 9 | <p>AGREE GOVERNOR WORK FOR THE NEXT TERM</p> <p>KC and DH needed induction and mentors.</p> <p>Visit school for book scrutiny.</p> <p>Committee work already set.</p> <p>In the absence of any further time or urgent business the meeting closed 17.56.</p> | <p>KW JJ ? to co-ordinate</p> |

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ACTION POINT SUMMARY

| ITEM | OWNER | ACTION | DUE BY |
|-------|---------------------|---|------------------|
| 3 | KW | Take forward SEN review action | ongoing |
| 3 | HLH | Send on single plan? overview | End of term |
| 5.5 | ALL | Note diary re meeting – liaise MG re any preparation work | 8.1.16 |
| 5.6 | KW | Send up-dated focus governor list | 8.1.16 |
| 5.7 | ALL | Take action to ensure deadlines for reports kept | Ongoing |
| 6, 9 | JJ KW JJ | Review induction and amend records | 8.1.16 |
| 6 | KW | Take forward collaboration – liaise JJ re procedure | 8.3.16 |
| 7.1.5 | ALL | Evaluate single plan – Chairs to check/train | Start of term |
| | JJ | Send CBolton Raise to KC HLH to explain Edison to Kc | 8.1.16 Spring |
| 7.2.1 | SW | Report on Edison Review | 8.1.16 |
| 7.2.1 | KW | Take forward as required | ongoing |
| 7.2.2 | KW | Send on overviews for each committee | 8.1.16 |
| 9 | KW | Book scrutiny visit | |

..... signed dated

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