

Final: Minutes of St Andrew's C.E. Primary Full Governing Body Meeting

Date: Tuesday 15<sup>th</sup> November 2016

Time: 7:00pm – 9:00pm

Present: Christine Bartley (CB) Foundation Governor & Chair of Governors  
Suzanne Cairns (SC) Staff Governor  
Gordana Chapman (GC) Parent Governor  
Trevor Cristin (TC) Head teacher  
Louise Everington (LE) Foundation Governor & Vice Chair  
Fr Dan Henderson (DH) ex-officio Associate Vicar

Lesley Hurst (LH) Foundation Governor & Vice Chair  
Ed Lawrence (EL) Foundation Governor  
Oliver Mudge (OM) Foundation Governor  
Coreen Sears (CS) Foundation Governor  
Nnamdi Udezue (NU) Foundation Governor  
Andrew Wealls (AW) LA Governor

Clerk: Clare Bennett (CBe)

Apologies: Julie Newnham (JN) Staff Governor  
Katy Hiles (KH) Parent Governor

Absent: None

Quorum: 13 out of 14 governors present. The meeting was quorate (at least 50% attending).

Item	Discussion and Decisions
1.	<b>7:04pm start</b> Governors took a look at the new improved hall. <b>Ian Parks (IP) joins the meeting.</b> <b>Prayer</b> Taken by DH.
2.	<b>Apologies</b> AW, KH and JN gave apologies.
3.	<b>Review of Pupil Performance</b> <ul style="list-style-type: none"><li>• Raiseonline SATs Results/ Ofsted Dashboard (TC and IP)</li><li>• Areas for Improvement, Actions and Expected Outcome</li></ul> IP presented to the governing body on EYFS data. IP had met with AW, and the Local Authority to discuss the results and also discussed them in detail at the Teaching & Learning committee. He explained that there are four major points in the year where judgements are made:

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	<p>Early years, Year 1 phonics, Year 2 phonics review, then Key Stage 1 (KS1). IP presented the following key data:</p> <p><u>Early years</u></p> <p>There are 17 areas in EYFS, but the key is where they show development. Results as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #00aaff;"></th> <th style="background-color: #00aaff;">% GLD 2016 - school</th> <th style="background-color: #00aaff;">% GLD 2016 national (provisional)</th> </tr> </thead> <tbody> <tr> <td style="background-color: #00aaff;"></td> <td style="background-color: #d9e1f2;">70%</td> <td style="background-color: #d9e1f2;">69%</td> </tr> <tr> <td style="background-color: #00aaff;"><b>Disadvantaged pupils</b></td> <td style="background-color: #d9e1f2;">39%</td> <td style="background-color: #d9e1f2;">52%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #00aaff;"></th> <th colspan="2" style="background-color: #00aaff;">Literacy</th> <th colspan="2" style="background-color: #00aaff;">Maths</th> </tr> <tr> <th style="background-color: #00aaff;"></th> <th style="background-color: #d9e1f2;">Read</th> <th style="background-color: #d9e1f2;">Wri</th> <th style="background-color: #d9e1f2;">Num</th> <th style="background-color: #d9e1f2;">SSM</th> </tr> </thead> <tbody> <tr> <td style="background-color: #00aaff;"><b>EXP+</b></td> <td style="background-color: #d9e1f2;">80</td> <td style="background-color: #d9e1f2;">76</td> <td style="background-color: #d9e1f2;">87</td> <td style="background-color: #d9e1f2;">91</td> </tr> <tr> <td style="background-color: #00aaff;"><b>Exc</b></td> <td style="background-color: #d9e1f2;">16</td> <td style="background-color: #d9e1f2;">8</td> <td style="background-color: #d9e1f2;">10</td> <td style="background-color: #d9e1f2;">24</td> </tr> </tbody> </table> <p>IP highlighted that 10% were age appropriate in maths on arrival, but are now at 70%, which is impressive. He explained that the figures show we have a broad and balanced curriculum, but want to narrow the gap on the disadvantaged GLD measure earlier.</p> <p>Governors asked IP to explain what the measures are; emerging, expected and exceeding.</p> <p><u>Year 1 Phonics</u></p> <p>IP explained that this was a pass or fail test and that they are not so happy with these results. In the year 2 retake, only 1 child didn't pass the phonics test. SC has been put in place as the new phonics leader and there has already been one monitoring visit from governors.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="background-color: #00aaff;"><b>Year 1</b></td> </tr> <tr> <td style="background-color: #00aaff;"><b>Number of pupils in cohort</b></td> <td style="background-color: #d9e1f2;"><b>60</b></td> <td style="background-color: #00aaff;"><b>% who met the standard</b></td> <td style="background-color: #d9e1f2;"><b>53</b></td> </tr> </table> <p>Governors queried if this is the first year doing this particular test? IP explained that it was in fact the fourth year of doing it; the first year results were not so good, then they were better for the following two years, but now disappointing again. The national figure was 77% for end of year 1, we were 53%.</p>					% GLD 2016 - school	% GLD 2016 national (provisional)		70%	69%	<b>Disadvantaged pupils</b>	39%	52%		Literacy		Maths			Read	Wri	Num	SSM	<b>EXP+</b>	80	76	87	91	<b>Exc</b>	16	8	10	24	<b>Year 1</b>				<b>Number of pupils in cohort</b>	<b>60</b>	<b>% who met the standard</b>	<b>53</b>
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	<p>Governors queried how these results compare to other local schools and IP explained that this does not compare as favourably with other local school as hoped, with others in line with National Standards. TC explained that there had been a lot of staff sickness in that class and they are certainly not pleased with these particular results.</p> <p>TC and IP explained that they felt this year, Year 1 are much better prepared and Year 2 has now taken a different approach to phonics, going into groups and moving faster through the phases. TC said that he didn't feel it is a good measure of reading with reading test results in year 1 being good, but the phonics not. As such he said he felt frustrated that parents will be presented with these results that he feels do not represent how good their children's reading actually is. This test is about phonetics rather than comprehension. IP explained that the child in year 2 who didn't pass, was only one mark off a pass.</p> <p>Governors challenged what measures are being put in place to improve this. TC explained that broadly speaking it is putting more effort into Phonics in Reception. The increased room space has given them the ability to split into 6 groups. CS said she felt that from what she has seen, they will move into Year 1 much better prepared. They are also doing more training for teachers and teaching assistants so they are fully confident in delivering the material and making parents aware how they can help.</p> <p><u>KS1</u></p> <p>Remarkable results:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #00b0f0; color: white;"><b>Reading</b></td> <td style="background-color: #00b0f0; color: white;"><b>77 (74.3%)</b></td> <td style="background-color: #00b0f0; color: white;"><b>Writing</b></td> <td style="background-color: #00b0f0; color: white;"><b>82 (65.5%)</b></td> <td style="background-color: #00b0f0; color: white;"><b>Maths</b></td> <td style="background-color: #00b0f0; color: white;"><b>85 (73.4%)</b></td> </tr> <tr> <td style="background-color: #00b0f0; color: white;"><b>Science</b></td> <td style="background-color: #00b0f0; color: white;"><b>90 (85.4%)</b></td> <td colspan="2"></td> <td style="background-color: #00b0f0; color: white;"><b>RWM</b></td> <td style="background-color: #00b0f0; color: white;"><b>72 (59.6%)</b></td> </tr> </table> <p>IP explained that KS1 reading, writing and maths results were way above national averages (in some cases significantly so). Disadvantaged children are doing well compared to their peers, with an internal gap of 9% compared to the national of 17%. He said that the next steps they wish to take are to provide more opportunities for middle ability children to reach greater depth, offering a more tailored package for those children.</p> <p>TC explained that key staff members have put in so much excellent work in an environment of such uncertainty. The school was moderated by the Local Authority who left saying the way things are done is exemplary and can be used as a bench mark for others.</p>					<b>Reading</b>	<b>77 (74.3%)</b>	<b>Writing</b>	<b>82 (65.5%)</b>	<b>Maths</b>	<b>85 (73.4%)</b>	<b>Science</b>	<b>90 (85.4%)</b>			<b>RWM</b>	<b>72 (59.6%)</b>
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	<p><u>KS2</u></p> <p>Results were above national average in reading and writing, with maths results in line with national average:</p> <p style="background-color: #00aaff; color: white; padding: 2px;"><b>Percentage of Pupils 'Working at the Expected Level' (EXS):</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #00aaff; color: white;"><b>Reading</b></td> <td style="background-color: #d9e1f2;">75 (67.1%)</td> <td style="background-color: #d9e1f2;">Writing</td> <td style="background-color: #d9e1f2;">87 (75.6%)</td> <td style="background-color: #d9e1f2;">Maths</td> <td style="background-color: #00aaff; color: white;"><b>67 (70.7%)</b></td> </tr> <tr> <td style="background-color: #00aaff; color: white;"><b>GPS</b></td> <td style="background-color: #d9e1f2;">76 (72.0%)</td> <td colspan="2"></td> <td style="background-color: #d9e1f2;">RWM</td> <td style="background-color: #00aaff; color: white;"><b>62 (54.9%)</b></td> </tr> </table> <p style="background-color: #00aaff; color: white; padding: 2px;"><b>Percentage of Disadvantaged Pupils 'Working at the Expected Level' (EXS):</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #00aaff; color: white;"><b>Reading</b></td> <td style="background-color: #d9e1f2;">62 (53%)</td> <td style="background-color: #d9e1f2;">Writing</td> <td style="background-color: #d9e1f2;">77 (63%)</td> <td style="background-color: #d9e1f2;">Maths</td> <td style="background-color: #00aaff; color: white;"><b>46 (58%)</b></td> </tr> <tr> <td style="background-color: #00aaff; color: white;"><b>GPS</b></td> <td style="background-color: #00aaff; color: white;"><b>77 (61%)</b></td> <td colspan="2"></td> <td style="background-color: #00aaff; color: white;"><b>RWM</b></td> <td style="background-color: #00aaff; color: white;"><b>39 (39%)</b></td> </tr> </table> <p>IP explained that the maths results were not as good as hoped and there is a need to analyse why. Although they had placed emphasis on arithmetic which had produced good results there, they intend to shift back a little to reasoning, to even out results. For disadvantaged children, maths again to be addressed a little further.</p> <p>TC explained that it is a slightly different emphasis to what they've been used to and there is still a lot to understand about how the data is measured. IP pointed out that even the National College for Teaching can't offer up to date training on it.</p> <p>TC explained that progress measures are where they have been most surprised. In reading and writing every single group had a positive progress measure, with maths in line with the national progress measure. But there is a direction of travel towards a link between your reading and writing ability, affecting your maths abilities.</p>					<b>Reading</b>	75 (67.1%)	Writing	87 (75.6%)	Maths	<b>67 (70.7%)</b>	<b>GPS</b>	76 (72.0%)			RWM	<b>62 (54.9%)</b>	<b>Reading</b>	62 (53%)	Writing	77 (63%)	Maths	<b>46 (58%)</b>	<b>GPS</b>	<b>77 (61%)</b>			<b>RWM</b>	<b>39 (39%)</b>
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<b>4.</b>	<p><b>School Partnerships</b></p> <ul style="list-style-type: none"> <li>St Martin's Partnership Update (TC and IP)</li> </ul> <p>IP outlines that he spends 2 days a week at St Martin's giving support, with time out of the class here to come up with and put in place ideas. TC is now not doing the direct work with St Martin's at all. St Martin's have recently been through a monitoring visit from Ofsted and received positive comments such as 'effective action has been taken'.</p>																												

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	<p>They are now starting the process of working together and monitoring, for example St Martin's staff monitoring then coming to St Andrew's to observe, such as in reception. They are also helping with their maths and writing moderation. All arrangements are for support and development. IP explains that the benefit to St Andrew's staff is greater depth of knowledge for our Senior Leadership Team. The St Martin's Head has also come to St Andrew's to do some observations. TC agrees and explained he felt he has learnt a lot, with approaches in different in different schools, due to the people within each school.</p> <p><b>IP leaves the meeting.</b></p> <ul style="list-style-type: none"> <li>• Academy Programme Update (TC, CB,CS) <b>Confidential – see PINK PAPER minutes.</b></li> </ul>
5.	<p><b>Governing Body Membership:</b></p> <ul style="list-style-type: none"> <li>• Foundation Governor Vacancy</li> </ul> <p>DH and CB are looking into this and are potentially seek out specific individuals. FGB also noted that Coreen Sears reapplied and has been appointed for a further 4 year term.</p>
6.	<p><b>Agree Minutes of FGB Meeting 26<sup>th</sup> September 2016/Matters Arising/Action Log</b></p> <p>Agreed. Nothing arising from Action Log.</p>
7.	<p><b>Governing Body Effectiveness – Skills Audit Summary</b></p> <p>FGB look at the summary matrix of the results. The key knowledge gap is financial, but all noted that they are quite general skills that are covered in the questions. CB set out that the key learning that can be taken from results is around training, recruitment and succession planning etc.</p>
8.	<p><b>Statutory/ Non Statutory Annual Requirements</b></p> <p><b>Appoint 'Responsible' Governors</b></p> <ul style="list-style-type: none"> <li>• Health and Safety- Oliver Mudge</li> <li>• Safer Recruitment- Coreen Sears</li> <li>• Equalities and SEND- Katy Hiles</li> </ul> <p>All agreed the above appointments. CBe highlighted that potentially we no longer require a training lead as all governors are good at attending the training they require and booking it through her.</p> <p><b>Approve Terms of Reference</b></p> <ul style="list-style-type: none"> <li>• Teaching and Learning</li> <li>• Resources</li> </ul>

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	<ul style="list-style-type: none"> <li>• Ethos and Pupil Well-Being</li> </ul> <p>All agreed.</p>
9.	<p><b>TC and SC leave the room for this discussion.</b>  <b>HT and DHT Pay Review – Confidential (LE) – see PINK PAPER minutes.</b></p>
10.	<p><b>Admissions Arrangements 2018/19</b>            CB said that she had met Richard Barker from the Local Authority to get a view on the impact of what has been done in relation to increasing capacity. They are pleased and feel that the need in Central Hove is being met (the few remaining needs are anticipated to level out). There is also capacity around the rest of the Local Authority and their view is that there is a lot of flux taking stock and monitoring is the best course of action at this point. As such CB outlined that there is therefore no real need to change our foundation/community proportions and as such propose no change to admissions at St Andrew's this year.</p> <p>LE also pointed out that discussions with parents at the time of the expansion reassured them that the foundation/community proportions wouldn't change, so changing now would seem premature anyway.</p> <p>All agree.</p>
11.	<p><b>SIP Progress/SATS update- Head Teacher Report</b>            Relevant documents were circulated prior to the meeting and governors felt most questions were addressed under item 1.            One governor asked what 'Man safe' training is and TC explained that it is about being on the roof safely.            One governor asked what the 'Every 6' register is. TC explains that it is anyone who has been on free school meals over the last 6 years.</p> <p>TC mentioned that the memorial service for Alison will take place the following day; there are still a lot of raw feelings and 11 are going to the memorial service.</p>
12.	<p><b>Committee Reports:</b></p> <p>Teaching and Learning            Resources            Both were noted.</p>
13.	<p><b>Governor Training:</b></p> <ul style="list-style-type: none"> <li>• Feedback on Training Attended (CS Academy; GSP CB)</li> <li>• Autumn Term Training Schedule: <a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a></li> </ul> <p>Governors outlined what training they had been on since the last meeting:</p>

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	<ul style="list-style-type: none"> <li>- LH training by the Diocese on Church School Governance.</li> <li>- CS completed the online safer recruitment and Multi Academy Trust training.</li> <li>- OM attended his induction training and is booked on Health &amp; Safety and Raise online training.</li> <li>- NU also attended his induction training.</li> <li>- CB attended the governance strategy and partnership meeting.</li> <li>- CBe attended the Clerks Forum.</li> </ul>
14.	<p><b>Governor visits</b>            NU and AW attended a session on phonics information.            AW attended the data meeting.</p>
15.	<p><b>Racial incidents</b>            None</p>
16.	<p><b>Safeguarding Update (KH)</b></p> <ul style="list-style-type: none"> <li>• Approve Updated Child Protection Policy</li> </ul> <p>The key difference is that it includes the PREVENT requirement, child exploitation and FGM. All agree the policy.</p> <p>A discussion was held around the process of DBS checks for governors. All agree that their checks should be done every 4 years.</p> <p><b>Action:</b> CBe to email all governors whose DBS check is older than 4 years and they must organise their reapplication through the office.</p> <p>NU gave an update on his work around the Governor Induction pack. He felt the checklist is good but would like to know what frustrations other governors felt when being inducted.</p> <p><b>Action:</b> All governors to provide any feedback with regard to the Governor Induction pack content to NU.</p> <p>All governors expressed a desire for more use of the VLE to store key documents and policies, so that they can find them easily.</p> <p><b>Action:</b> CBE to ensure the SIP and Governor Action Plan are entered on the key documents section of the VLE. Also to put pdf versions of agreed policies on the VLE.</p>
17.	<p><b>Exclusions</b>            None .</p>

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<b>18.</b>	<p><b>Racial incidents</b> One, which has been reported to the Local Authority.</p>
<b>19.</b>	<p><b>Grace</b> Taken by DH.</p> <p><b>Date of Next Meeting 7pm January 18<sup>th</sup> 2017</b></p> <p><b>9:05pm finish</b></p>

Date: 18<sup>th</sup> January 2017

Chair signature ...Christine Bartley.....

**Action Points log**

	Action	Person	Timescale
<b>1.</b>	To email all governors whose DBS check is older than 4 years and they must organise their reapplication through the office.	CBe	By 18/01/2017
<b>2.</b>	All governors to provide any feedback with regard to the Governor Induction pack content to NU.	All governors	Asap
<b>3.</b>	To ensure the SIP and Governor Action Plan are entered on the key documents section of the VLE. Also to put pdf versions of agreed policies on the VLE.	CBe	By 18/01/2017