



CRANBROOK CHURCH OF ENGLAND PRIMARY SCHOOL

**MINUTES OF THE FULL GOVERNING BODY MEETING
Held at School on Wednesday, 1st February 2017 at 6.00 pm**

Present: Marcus Bell (Chair), John Furminger (Vice Chair), Rosie Piper (Headteacher), Nicola Lock, Lesley Atkins, Rev'd Ann Pollington, Liz Formby, Candice Goodchild, Christopher Stead, Tracey Surmon (Business Manager).

Clerk: Jane Phillips

The meeting commenced at 6.00 pm and was quorate.

ITEM	PROCEDURAL	ACTION
	<p><u>WELCOME AND PRAYER</u> The meeting was opened with a prayer.</p>	
1.	<p><u>APOLOGIES FOR ABSENCE</u> There were no apologies for absence.</p>	
2.	<p><u>DECLARATION OF BUSINESS INTERESTS</u> Rev'd Ann Pollington declared she was a Trustee and governor of Cranbrook School. Nicola Lock declared she was the spouse of the Associate Member, Matthew Lock. There were no other declarations of business interests made against any agenda item.</p>	
3. 3.1	<p><u>GOVERNANCE</u> <u>NGA Skills Audit Summary</u> Governors reviewed the findings of the recently completed skills audit questionnaire (filed with the minutes). <ul style="list-style-type: none"> • The summary identified those areas where there were skills gaps within the governing body which would be considered when appointing to the remaining vacancies. • Following the appointment of an Associate Member, the financial skills gap had been addressed. • Experience in human resources or legal was desirable and would enhance the skills base of the governing body. <p>Action: The Training & Development governor to contact governors to discuss their individual training requirements.</p> <p>There were no other matters arising.</p> </p>	NL
4. 4.1	<p><u>MINUTES OF THE FGB MEETING HELD ON 7TH DECEMBER 2016</u> The confidential and non-confidential minutes of the previous meeting were agreed as an accurate account and were signed by the Chair. The Clerk would file at school. <u>Action Points Arising</u> <p>Item 3. Action: The CoG/V.C and LA to complete the NSPCC Online training module on Safer Recruitment in Education and provide certificates to the HT (carried over from the previous meeting).</p> <p>Action: The Clerk to send the CoG/V.C and LA the link to the NSPCC training module.</p> <p>Item 4. The Safeguarding governor explained that it was necessary for the governing body to receive face to face, bespoke governor training on Safeguarding</p> </p>	CoG/ V.C/LA Clerk

	<p>and that governors were required to refresh their training every two years. It was noted that governors received the quarterly Safeguarding and Child Protection bulletins.</p> <p>A governor said it was necessary for all members of the governing body to understand their individual Safeguarding responsibilities and that they possessed the knowledge to exercise these.</p> <p>Action: A bespoke session on the governing body's role in Safeguarding to be arranged. The Safeguarding governor to investigate and advise the Business Manager of cost implications.</p> <p>Action: The Safeguarding governor to circulate the DfE guidance on how HMI inspected schools specific to Safeguarding.</p> <p>Further Action under Item 4: A governor confirmed that she had carried out a review of the school's website. It was noted that whilst all required information was contained on the website, some items had proved difficult to find. The HT would be provided with feedback where this was the case.</p> <p>Item 5. A governor reported that the local press had indicated their preference to only receive details of events from the past week.</p> <p>Item 6. The HT advised that an item on the school uniform had appeared in the newsletter prior to Christmas and again more recently. Governors considered the comments and concerns which had been raised by parents, particularly in Year 5.</p> <p>A governor thought that wearing a school uniform would raise the pupils' pride in the school.</p> <p>Governors agreed that new uniform arrangements should be phased in to take account of parents' concerns. Governors also agreed that the current Year 5 pupils could replace their school jumpers once they had outgrown their existing one.</p> <p>All other items had been completed or would be discussed later in the meeting.</p>	<p>LA</p> <p>LA</p>
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SCHOOL IMPROVEMENT

<p>5.</p> <p>5.1</p>	<p><u>OFSTED/SEF/SCHOOL PLAN 2016-17 (INCORPORATING THE HT'S REPORT)</u></p> <p>The updated SEF/SIP/HT Report for 2016/17 had been circulated to governors as a supporting paper for the meeting (filed with the minutes).</p> <p>The HT presented her summary for Term 3.</p> <p><u>Priority 1</u></p> <p>A governor noted that teachers were required to be out of class for training, monitoring etc. Classes were covered by TAs. How did the HT ensure that the children's learning was maximised during these sessions? The HT said the core subjects were not covered during the afternoons. The HLTA specialised in Music and R.E and taught both to Years 5 and 6 in the afternoons. The lessons were planned by the Class teacher with the exception of R.E and music which were planned/delivered by the HLTA.</p> <p>A governor asked if there was a rotation of subject's TAs covered with each Year Group. The HT explained that this wasn't changed on a weekly basis. To ensure progression, it was preferable to follow a sequence of lessons.</p> <p>A governor asked whether the cover provided to Year 5 by the HLTA would impact negatively on the Year 6 pupils. The HT replied that the HLTA was mainly deployed to Year 5 during the mornings which would not affect the delivery of R.E and music during the afternoons.</p> <p>A governor asked to be provided with details of Subject Leaders and their responsibilities. Was the HLTA providing support for a number of teachers</p>	
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<p>5.2</p> <p>5.3</p> <p>5.4</p> <p>5.5</p>	<p>or was there one teacher in particular? The HT circulated an up-to-date list (filed with the minutes). Governors were told that the HLTA's support was spread across a number of members of the SLT.</p> <p><u>Priority 2</u></p> <p>A governor referenced the SIP termly milestone for Term 3 in which it was reported that "Two teachers were off ill all term so no lesson observations as of yet." The HT was asked to clarify this statement. The HT explained that whilst it had not been possible to undertake lesson observations for two of the teachers, the remaining teachers had been observed during Term 3. All observations made had been considered very positive and would be triangulated against the data once available.</p> <p>A governor understood that the school's Improvement Advisor (I.A) had recently visited the school. Had the I.A visited each Year Group and were the lesson observations validated by her? The HT reported that the I.A had visited the school the previous day to observe lessons alongside the HT and DHT. The I.A reviewed the DHT's judgements on the strengths and weaknesses of lessons observed and whether they were being graded effectively. The DHT's observations were fully validated by the I.A.</p> <p>A governor said the observations would be triangulated with the data during Term 4.</p> <p><u>Priority 3</u></p> <p>A governor said she had spoken to some of the children who had participated in booster groups. These sessions were clearly effective as several pupils had since commented that they now found the work easier to access.</p> <p>Governors noted that following a review of the Term 2 data by the Data & Performance Team on 6th January 2017, a need was identified to schedule a further meeting for the governing body to specifically look at how effectively the school was using its PP funding to narrow the gap.</p> <p>Action: Governors to attend a meeting at 9.30 am on Tuesday, 7th February 2017 on Pupil Premium.</p> <p>The HT provided a summary of priorities 4 to 6. There were no governor questions.</p> <p><u>Progress against Termly Milestones</u></p> <p>The HT provided governors with an update against the termly milestones for all priorities.</p> <p><u>Priority 2</u> – It had not been possible to make a judgement on the quality of teaching until the data became available. As previously discussed, this would be triangulated with lesson observations and book scrutinies.</p> <p><u>Priority 3</u> – The Term 2 target for PP/vulnerable groups had not been met overall, though it was encouraging to note that there was a narrowing of the gap in most subjects in Years 2, 4 and 5. The HT explained that 50% of PP pupils in Year 1 (3 children) were different pupils to those included in the baseline data for July 2016 as they had joined the school since, and 3 others had left.</p> <p><u>Priority 4</u> – A governor referenced one of the Term 1 milestones: '75% of flagged vulnerable families were receiving some form of support from or via the school'. This was at odds with the evaluation that this milestone had been met given 11/16 (or 69%) of vulnerable families were receiving Early Help/attendance referral/agency support. The HT said this had since been checked with the Family and Community Manager and that 13/16 vulnerable families were in fact receiving support. The milestone had been met.</p> <p>A governor asked if the results of the staff questionnaire/suggestion box was an accurate indicator of staff moral/stress/wellbeing etc. and thus their ability to consistently deliver what was asked of them. The DHT commented that the change to interventions was now far less disruptive as the pupils were out of</p>	<p>Govs</p>
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class for shorter periods of time. This provided a better balance and a more stable classroom environment. If the children were happier, this had a positive effect on the moral of the Class Teacher.

A governor said she intended to follow up on staff engagement with the HT to ensure that the feedback from the questionnaires was being actioned and communicated to staff.

Priority 5 - The HT reported that the Term 1 milestone for attendance had been met. One child had been absent for a month during Term 2 which had impacted negatively on the attendance percentage that term. Attendance for Term 2 stood at 94.2% which was 1.4% higher when compared to the same time the previous year. The school continued to challenge persistent absentees.

A governor commented that whilst the school had remained open during the recent snow, it was unfortunate that 25% of pupils had not attended.

Priority 6 - New data would be available during Term 4.

The HT advised governors that the Year 3 milestones had been reviewed with the school's Improvement Advisor. The I.A thought the goal for Year 3 unrealistic given the high proportion of SEN pupils in this Year Group (30%). The target needed to be linked to progress rather than attainment.

The HT proposed that the target of 60% (or more) of pupils achieving age-related expectation would remain for all Year Groups except for Year 3 whose target would be to make 'expected or better progress'.

A governor was concerned that this would appear to be lowering the ambition for a group of children because of particular characteristics or because they were struggling. It was thought the ambition should remain where it was but to record the reason why this Year Group fell short on attainment if this were to happen.

A governor questioned the merits of having a target which wasn't going to be achievable and that it would be more meaningful to have a target which was more realistic. The Business Manager commented that an unrealistic target placed further pressure on teaching staff.

A governor was concerned that the predominant focus for Year 3 was on PP/SEN children (3 of 8 pupils) when there were other pupils in this cohort who were not considered vulnerable and still needed to be pushed. The HT proposed that the target should be revised to 'better than expected progress' which would be linked to those specific children in the cohort, was more realistic and would narrow the gap.

A governor further reiterated that whilst the measure could be changed, there was a need to be as ambitious as possible for all children. The HT thought 'better than expected progress' remained a challenging target given historically, SEN children did not make the same level of progress as non-SEN children.

The DHT said unrealistic targets would not motivate teaching staff. It was necessary to feel a sense of achievement rather than one of failure. Making a target realistic and attainable could only be considered as a positive.

A governor questioned whether it was possible to have individual attainment targets.

After further discussion, governors agreed the HT's view to focus on progress in terms of the measure for Year 3. However, the Data & Performance Team would closely monitor the attainment of individual pupils during future meetings.

5.6 Additional Information

The HT provided governors with a summary of the additional information contained on page 28 of the combined SEF/SIP/HT report.

	<p>A governor asked if the school only chose to employ fully qualified TAs or if there were occasions when training was provided once employment had commenced. The HT explained the NVQ was stated as 'desirable' within vacancy advertisements. If not held, it was essential that an applicant was fully committed to working towards achieving this qualification once in post. All unqualified TAs were immediately placed on this training if they worked for more than 16 hours each week. The training was now free but this was only a recent development. The HT reported that 3 TAs were currently studying for their NVQ 3.</p> <p>A governor commented that several TAs considered to be very good had not held this qualification at the time of appointment.</p> <p>The HT reported there were currently 154 pupils on roll. Details of leavers and joiners were provided.</p> <p>One pupil was on a managed move to another school in the area. A governor asked how this was progressing. The HT said the managed move would continue for a further week, after which a decision would then be taken in respect of this child.</p> <p>[7.05pm – C. Stead departed the meeting.]</p> <p>The HT commented that the visit from the I.A the previous day (and subsequent Note of Visit) had been very positive.</p> <p>A governor asked about the number of internal exclusions which would then determine a fixed term exclusion. The HT said if extreme levels of behaviour were seen or persistently poor behaviour were evidenced on a number of occasions, the school would look at fixed term exclusions which were typically 1-3 days. The Local Authority would be advised of such cases. External exclusions would only be pursued if there was good reason to do so.</p>	
6.	<p><u>SIAMS/ CHRISTIAN VALUES AND DISTINCTIVENESS</u></p> <p>The HT thanked governors for their input on the school's mission and Christian values which had since been incorporated.</p>	
7.	<p><u>SAFEGUARDING</u></p> <p>The HT said there were no incidents or issues to report.</p>	
8.	<p><u>POLICIES</u></p> <p>All policies due for review were circulated to governors in advance of the meeting (filed with the minutes).</p> <p>8.1 <u>Attendance Policy</u></p> <p>Governors reviewed the Penalty Notices Proceedings for poor attendance, issued in accordance with KCC's Education Penalty Notices Code of Conduct (effective January 2016).</p> <p>Governors noted that minor typographical correction was required to the policy wording and appendices.</p> <p>Subject to correction, governors agreed to adopt this policy which would be reviewed again in two years' time.</p> <p>8.2 <u>EYFS Policy</u></p> <p>Subject to a minor correction to punctuation, governors agreed to adopt this policy. The policy would be reviewed again in two years' time.</p> <p>8.3 <u>Accessibility Plan</u></p> <p>A governor queried the statement within the policy wording that 'all areas were fully accessible to disabled pupils' given undoubtedly, assistance would be required. A further governor said access could be gained with reasonable help and support.</p>	

<p>8.4</p>	<p>A governor commented that this was more a statement of the school's principles on accessibility.</p> <p>Governors agreed the Plan which would be reviewed again in three years' time.</p> <p><u>Race Equality and Racial Incident Procedures Policy</u></p> <p>It was agreed that this policy would be carried over to the next meeting given a number of changes were required following a change in the law.</p> <p>Action: The Clerk to include this policy within the agenda of the March 2017 full governing body meeting.</p>	<p>Clerk</p>												
<p>9.</p> <p>9.1</p> <p>9.2</p>	<p><u>FINANCE/HEALTH & SAFETY/PREMISES/THE ENVIRONMENT</u></p> <p><u>Budget Monitoring</u></p> <p>The Chair of the Resources Team provided governors with a brief overview of the discussions held during their meeting of 20th January 2017.</p> <p>The 9-month budget monitoring (December 2016) was thoroughly reviewed and the predicted outturn at Year End was reported as follows:</p> <table border="1" data-bbox="201 728 1157 931"> <thead> <tr> <th></th> <th style="text-align: right;">£</th> </tr> </thead> <tbody> <tr> <td>Predicted Revenue Income</td> <td style="text-align: right;">885,191</td> </tr> <tr> <td>Predicted Expenditure</td> <td style="text-align: right;">896,728</td> </tr> <tr> <td>Revenue Balance this year</td> <td style="text-align: right;">-10,809</td> </tr> <tr> <td>Balance B/F 2015/16</td> <td style="text-align: right;">15,116</td> </tr> <tr> <td>Revenue Balance Carried Forward</td> <td style="text-align: right;">4,307</td> </tr> </tbody> </table> <p>The Business Manager reported that the school were in receipt of additional income which was predominantly attributed to an additional £23,500 of SEN funding and collaboration funding (ring-fenced).</p> <p>The Resources Chair advised that there was a negative variance of £11,301 for agency supply teaching staff which also included supply costs for TAs.</p> <p>A governor noted the recent staff illness and asked if supply insurance covered this. The Resources Chair explained that teacher absence was covered by supply insurance but not TA absence. The HT commented that the intention for the next financial year was to use existing staff more to provide cover rather than a reliance on supply TAs.</p> <p>It had previously been necessary to commit expenditure on additional teaching resources, to repair the boiler and to erect fencing around the forestry area to create privacy and secure the site.</p> <p><u>Benchmarking</u></p> <p>Governors were told that the newly appointed Associate Member had carried out a financial benchmarking exercise, comparing similar schools of between 100-199 pupils. The following was noted:</p> <ul style="list-style-type: none"> • The benchmarking was based on financial year 2015/16. • Income was higher per pupil, based on 47% of pupils attracting PP funding. The percentage of PP children was expected to decrease next year. • The school spent more per pupil than comparative schools/all Kent schools. • Whilst the roll stood at 153, the school had been built for 310 pupils. Given the size of the site, the ratio of energy costs per pupil would be more. • The total staffing costs were £212 higher per pupils than comparator schools. • Teaching staff were paid less than comparative schools. • Areas of higher than average spend were Admin and Clerical Staff and costs of other staff. • More was spent per pupil for maintenance and caretaking. The Business Manager explained that the caretaker was full time and undertook a number of jobs which other schools would outsource. • There were no particular areas where cost efficiencies could be made. 		£	Predicted Revenue Income	885,191	Predicted Expenditure	896,728	Revenue Balance this year	-10,809	Balance B/F 2015/16	15,116	Revenue Balance Carried Forward	4,307	
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	<ul style="list-style-type: none"> The incidental costs associated with running the school/resources were broadly in line with comparative schools. <p>Action: The Clerk to send governors a copy of the benchmarking report.</p> <p>A governor thought the findings were as expected for a school with a relatively high proportion of PP children which was also under capacity. To ensure the accuracy of the benchmarking, it was necessary to identify several schools which fitted exactly the same profile.</p> <p>Governors discussed the steps required to avoid a possible in-year deficit next year.</p> <p>A governor commented that the key financial issue was the number of pupils on roll. A further key to improvement was to improve the data and results and achieve a good Ofsted report. The reputation of the school would follow but with the passage of time. The school would continue to focus on increasing the numbers on roll which had proven to be effective the previous year.</p> <p>A governor thought that all schools in the country would experience a slow financial squeeze over the coming years and finances would become more challenging year-on-year.</p> <p>A governor said the overall funding for schools was reducing over time and was not in line with inflation. There would also be a re-distribution of funding based on the NFF (National Funding Formula) which was considered complex. The changes would not be known until 2018/19 financial year at the earliest.</p> <p>A governor commented that the Local Authority needed to provide schools with an assessment of NFF changes. The Resources Team would continue to think about income and expenditure and what could be done to bring about more a more balanced budget.</p>	Clerk
10.	<p><u>GOVERNOR TRAINING AND DEVELOPMENT</u></p> <p>The newly appointed governor advised that she had attended governor induction training on Saturday, 28th January 2017. The training had been beneficial.</p> <p>Action: Governors were reminded of the bespoke governor training on monitoring Christian Distinctiveness, Values and Collective Worship which would be delivered by Niki Paterson, the Deputy Director of Education, Canterbury Diocese on Wednesday, 22nd February 2017 between 6.30-8.30 pm. Hosted by Frittenden CEP School. A governor commented that this was an area requiring development following the last SIAMS inspection in 2015.</p> <p>The findings of the NGA skills audit had been discussed under agenda item 3 (Governance).</p>	Govs
OTHER		
11.	<p><u>ANY OTHER BUSINESS</u></p> <p>The Chair said it had previously been agreed to carry out a more rigorous self-assessment of the governing body. A tool to enable this had since been identified by the HT which would RAG rate the effectiveness of the GB for a number of criteria.</p> <p>Action: The Chair, Vice Chair, NL and CG to work on this during the second half of April 2017. The Chair to email governors with a suggested date to work on this.</p>	CoG/ V.C/NL /CG
12.	<p><u>CONFIDENTIAL ITEMS</u></p> <p>There were no items considered to be confidential.</p>	
13.	<p><u>DATE OF NEXT MEETING</u></p> <p>The next meeting would take place on Wednesday, 22nd March 2017 at 6.00 pm.</p>	

The meeting closed at 7.50 pm

Signed:.....
(Chair)

Date.....

ACTION SUMMARY

Item	Agenda item	Action Required By	Action
1.	3.1	NL	To contact governors to discuss their individual training needs.
2.	4.1	Clerk	To send the CoG/V.C and LA the link to the NSPCC training module on Safer Recruitment.
3.	4.1	CoG/V.C/LA	To complete the NSPCC online module on Safer Recruitment (carried over).
4.	4.1	LA LA	To explore bespoke governor training on Safeguarding and advise the Business Manager of cost implications. To circulate the DfE guidance on how HMI inspected schools for Safeguarding.
5.	5.3	Governors	To attend a meeting at 9.30 am on Tuesday, 7 th February 2017 to review the way in which the school currently used its Pupil Premium funding.
6.	8.4	Clerk	To include the Race Equality and Racial Incident Procedures Policy within the agenda of the 22 nd March FGB meeting.
7.	9.0	Clerk	To send governors a copy of the benchmarking report (with the minutes of this meeting).
8.	10.0	Governors	If available, to attend bespoke governor training on monitoring Christian Distinctiveness, Values, and Collective Worship - Wednesday, 22 nd February 2017 between 6.30-8.30 pm. Hosted by Frittenden CEP School.
9.	11.0	CoG/V.C/NL/ CG CoG	To complete a self-assessment of the GB during the second half of April 2017. The Chair to email governors with a suggested date to work on this.