

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

Date: Monday 13th March 2017

Time: 6:30pm – 8:30pm

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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
	Lesley Hurst (LH)	Foundation Governor & Vice Chair
	Oliver Mudge (OM)	Foundation Governor
	Coreen Sears (CS)	Foundation Governor
	Katy Hiles (KH)	Parent Governor
	Ed Lawrence (EL)	Foundation Governor

Curriculum and Assessment Co-ordinator Ian Parks (IP) also in attendance.

Clerk: Clare Bennett (CBe)

Apologies:	Nnamdi Udezue (NU)	Foundation Governor
	Julie Newnham (JN)	Staff Governor
	Andrew Wealls (AW)	LA Governor
	Fr Dan Henderson (DH)	ex-officio Associate Vicar

Absent: None

Quorum: 10 out of 14 governors present. The meeting was quorate (at least 50% attending).

Item	Discussion and Decisions
1.	6:30pm start Prayer Taken by TC.
2.	Apologies NU, JN, AW and DH sent apologies which were accepted.
3.	Agree Minutes of FGB Meeting January 2017/Matters Arising/Action Log All minutes agreed. CB pointed out that further work has been done on the governor Induction document in line with guidance. Some governors are still not receiving NGA emails. Action: CBe to send the email list again to NGA.

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	<p>CB also suggested the GB should consider membership of the KEY an online training/guidance resource for governors.</p> <p>Action: CB to research</p>
4.	<p>Governing Body Membership:</p> <ul style="list-style-type: none">• FGB to appoint Andrew Wealls' new term as LA governor to commence 04/03/2017 <p>All agreed.</p> <ul style="list-style-type: none">• Governor Terms Expiring before next FGB meeting <p>Julien Rutler – associate: all agreed he should continue for another year to complete his research into options for the outdoor space</p> <p>Matt Rance - associate: all agreed that there is no requirement for him to continue as his role was specifically linked to the school expansion which is now complete.</p> <p>Colleen White – associate: CB will discuss with her.</p> <p>Action: CB to inform all of the above.</p> <ul style="list-style-type: none">• Update on Foundation Governor vacancy <p>Jill Fairbrother is going to apply and has finance/project management skills which will benefit the GB and Resources Committee.</p> <p>Katy Hiles is to step down at the end of her term at the end of this academic year. We have agreement from Governor Support at the LA to advertise the vacancy in May to start in September so that CBe can arrange before her departure on maternity leave. This will also enable the new parent governor to start the induction process before September.</p> <p>As CB and LE will be stepping down in September as Foundation Governors, DH is looking into two further Foundation Governor replacements.</p> <p>Action: CB to discuss recruitment of further Foundation Governors with DH in terms of skills priorities.</p> <p>Whilst CBe is on maternity leave, there will be three meetings that will require minutes taken. Diana Dickinson from the school office and a previous Clerk to Governors has agreed to do so. She will not be able to offer the full support of the whole clerking role, but CBe is proposing to return in January 2018 and prepare as much as possible before she departs.</p>
5.	<p>EL arrives.</p> <p>Governing Body Succession Planning</p> <p>CB reported on the outcome of the recent Succession Planning Meeting for FGB Chair, Vice Chairs and Committee Chairs.</p> <p>She advised that it was essential for the GB to consider now the potential implications for the GB in September when both the Chair and one of the two existing Vice Chairs are</p>

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	<p>stepping down. Although this raises issues in terms of succession, it also provides an opportunity for the GB to have fresh ideas regarding its structure and effectiveness.</p> <p>CB reported that the meeting was very positive with everyone committed to ensuring a strong ongoing governing body which provides essential support and challenge for the school. It is also important that it is not viewed as an area of vulnerability for the school.</p> <p>A short-term transition arrangement was discussed to provide some necessary stability. However, it was agreed that we should have further discussion with all governors to consider a longer- term solution as there are several new governors with the necessary skills who might be interested if not immediately, a bit further down the track.</p> <p>We are therefore proposing to have a further 2-3 meetings before the end of the year to focus on transition and future leadership of the governing body. All governors with an interest are encouraged to come along and contribute. The next meeting is planned for 21st March at 6:15pm.</p> <p>A governor asked what the short-term arrangement was? CB advised that it involved those in existing leadership roles, however she did not want to be any more specific until further discussions were had with all interested governors.</p> <p>In addition to the Chair/Vice Chair roles, CB raised the importance of a governor to take over from Katy as Safeguarding lead. CB said this was a role suited to a governor who needed flexibility as it isn't tied to a committee schedule. Meetings with TC and SC can take place at mutually convenient times. Training is available. EL expressed an interest in taking this on.</p> <p>Action: CB to follow up with EL</p> <p>New governors are also needed for Admissions (previously done by CB, LE and CS). CB and LE are committed to seeing that through to next year and training new governors in the role. The role needs attention to detail and understanding the admissions and appeals legislation. Training and advice is available from the Diocese.</p> <p>Action: Governors interested in admissions to contact CB</p> <p>There is also a need for governors to agree to involvement in the recruitment process. Our safer recruitment policy states that at least one governor will be on the interview panel for all staff other than cleaning or midday supervisor posts. This can be time consuming i.e. requiring commitment for a day. It was agreed that we could get a pool of governors who are interested and who would complete the online safer recruitment training. This would enable the workload to be shared more widely.</p> <p>KH asked if we can specify an expectation for new Foundation and Parent governors, to ensure they are clear about the time commitment i.e. that Committee meetings are during the day and the time commitment extends beyond attendance at meetings. CB confirmed that for the most recent Foundation governor recruitment, CB and DH interviewed all those interested and ensured they explained the commitment required. For parent governor recruitment, the documentation will be reviewed to ensure the required commitment is clear. Also there is an expectation that employers will provide</p>

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	<p>time off for employees in governance with the details to be negotiated. Action: CBe to find some formal wording on guidance to employers for giving time to governing.</p> <p>LE asked if every other committee meeting could be in the evening, even though not as convenient with staff?</p> <p>CBe said that from clerking forums other schools in the area have gone committee-less and so there are ideas out there. CB pointed out that this approach had been discussed previously by the FGB. It involves allocating tasks to individuals to take forward, so they can do it at times that suit them, rather than be bound to committee times. The FGB opted for a combination of committees to allow robust discussion and questioning as well as specific monitoring tasks assigned to individual governors to enable greater flexibility and effective working.</p> <p>KH asks TC his views? TC said that Ofsted are anticipated to return next year and there are likely to be changes in the leadership of the school with a need to ensure things are in order ahead of that. TC felt that getting governors who can help with recruitment is a priority for him at present. All agreed that ideally this should principally be carried out by governors rather than associate governors as they will have greater understanding of the strategic priorities and direction for the school.</p> <p>TC said the Safer Recruitment training online (NSPCC) is not too time consuming and would be good to do. One person on a recruitment panel needs to have that training and both IP and TC have done it.</p> <p>The upcoming interviews are as follows:</p> <p>21st March 9:00-13:00 for a medical officer – CS agrees to attend this.</p> <p>22nd March 9:00-13:30 for a Teaching assistant – LE agrees to attend this.</p> <p>29th March 9:00-16:00 for a Teacher – LE agrees to attend this.</p>
6.	<p>School Improvement Plan Review 2016/17</p> <p>TC gave a presentation to the Full Governing Body, which has been added to the papers on the VLE. The highlights were as follows:</p> <p>Pupil Achievement and Quality of Teaching</p> <ul style="list-style-type: none">• Target Tracker is in place and fully operational- feeding Pupil Progress meetings• New SATS and Assessment procedures completed and analysed• Key areas for improvement identified and acted on- IP now has a much better knowledge of where children are and predictions from staff. Need to keep that knowledge available to all staff.• Quality of Teaching judgements in line with expectation• Evidence of raised standards in feedback...but policy needs reviewing in the light of latest Ofsted guidance. Ofsted now requiring all marking to be in line with the school's marking policy. There is no 'right' way and it is open to interpretation. The work we have done on marking is useful however as it can be used as evidence

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	<p>of progress. New teachers get a pack when they start. The key is to get children to respond to the feedback.</p> <ul style="list-style-type: none">• Report on English teaching has been done but would benefit from revisiting given improved SATs and new staff. In June or September everyone will have an English lesson observed.• Action Plan for improving Phonics being carried out <p>Behaviour, Leadership and Management and Ethos</p> <ul style="list-style-type: none">• Principles of Growth Mindset are in place but increased evidence will be looked for in communal areas and events. There is still a need to focus on the percentage of outstanding learning behaviour in lesson observations but this is improving. Growth mindset principles are in place.• The new Subject Leadership scheme is up and running. This has improved management and resulted in a development plan. Those leads now have ownership. St Martin's have adopted the same subject leadership policy as us and there are joint discussions between schools.• The Prayer Space happened and was greatly enjoyed• The review of the School Vision has started <p>Priorities for 2017/18</p> <ol style="list-style-type: none">1. The Subject Leadership programme has brought us to a good point of management but we now need to move towards leadership. Each subject lead is to identify 2-3 priorities. A Development Plan will be written and collated.2. Assessment for foundation subjects needs to be established3. Marking and Feedback Policy needs to be reviewed4. Homework Policy needs to be completed5. In-school assessment data needs to be moderated further to ensure consistency of information going into Target Tracker. All cluster leads are getting together to talk about best practice and sharing.6. The revised School Vision needs to be in place and related policies reviewed7. A Succession Plan for School Leadership needs to be in place and progress is being made on this.8. Broaden children's experience of styles of worship. Ideas have been shared from St Martin's and other local schools. We want changes to be sustainable, considering what SIAMS is looking for. <p>CS asked if we will retain the leadership role that IP has been doing when the link with St Martin's ends. TC said that is the aim and we need to try and find the budget for that.</p>

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	<p data-bbox="217 281 662 317">Quality of Teaching Progress</p> <p data-bbox="217 331 1463 401">There are twelve judgements to make. Evidence for making these judgements will be drawn from:</p> <ul data-bbox="266 422 1382 758" style="list-style-type: none">• Lesson observations (Appraisal observations and some are volunteering for extras!)• Pupil Progress data• Marking and Work scrutiny• Some planning scrutiny• Pupil response in class and away from it• Snapshot evidence derived from Learning Walks <p data-bbox="217 772 1377 808">Outcome so far- Quality of Teaching is Good, but not yet Outstanding. Why?</p> <ul data-bbox="266 829 1279 1018" style="list-style-type: none">• To some extent we remain reliant on the quality of evidence we find• Five of the twelve areas were graded outstanding (3 in March 2016).• Four were graded good (7 in March 2016)• Three were judged “in between” <p data-bbox="217 1039 597 1075">Where are we doing well:</p> <ul data-bbox="217 1096 1458 1507" style="list-style-type: none">• Teachers plan to make maximum use of lesson time and coordinating lesson resources well.• Teachers manage pupils' behaviour highly effectively with clear rules that are consistently enforced.• <i>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</i>• Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.• <i>Teachers have consistently high expectations of all pupils' attitudes to learning.</i>• Learning walks showed evidence of pupils loving challenge.• Teachers are quick to challenge stereotypes. <p data-bbox="217 1528 656 1564">What do we need to work on:</p> <ul data-bbox="217 1585 1463 1911" style="list-style-type: none">• Teachers to show deep knowledge of understanding in the subjects they teach, being proactive.• Allowing adequate time for practice to embed knowledge; there are a few lessons where teachers are talking too much.• Setting challenging homework that consolidates learning.• A little more consistency embedding reading, writing, communication and maths exceptionally well across the curriculum.• Capitalising on opportunities for feedback.• Short and concise information to be provided to parents on what the children are

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	<p>learning.</p> <p>Governors challenged about teachers talking too much, asking if they have training to address that? TC explained that it would be discussed in feedback. There is a greater risk of this happening with older classes, as they have longer attention spans. TC said he felt it is not a huge issue in the school and different teachers respond differently to being observed.</p> <p>Some Governors said that as parents they would like to know more about how their child is getting on (more than the 10 minutes at parents evening). TC explained that it is a hard balance so as not to add to teachers' workload too much. IP said they will be giving a note at the start of half terms about what children in specific classes will be doing.</p> <p>SC explains some of the guidance she has been giving out to parents to support their learning, for example in Phonics.</p> <p>Conclusions:</p> <ul style="list-style-type: none"> • There is clear progress and we will hit SIP target for 16/17. • Areas not graded outstanding have seen steady improvement. • We have strong knowledge of what our practice looks like and where we can improve. <p>CB asked about the target of 85% of lessons observed recording evidence of outstanding learning behaviour which has not yet been achieved ie 66% in Spring. TC it is about focussing in at a deeper level to ensure children are using the language and speaking using those terms.</p>
7.	<p>Quality of Teaching – Assessment Update</p> <p>See discussion above.</p>
8.	<p>Pupil Premium Report</p> <p>Although this has been discussed at depth in committees, all governors need to be familiar with this. There is a need to set out the Pupil Premium strategy statement, how money is spent, what impact it has had and how we intend to spend our next grant. Stretching the money can be challenging in a school like ours.</p> <p>Pupil Premium children didn't do as well as non Pupil Premium (similar across all schools), but the gap is diminishing. If you measure Pupil Premium at first entry and then look at final results, the gap gets smaller as you move through the key stages. TC explained that in this school barriers are largely emotional, as Pupil Premium in this school is largely adopted children. We spend a lot of money on their emotional needs as well as their academic.</p> <p>The rest of the report sets out what the money is spent on etc. with a strong correlation between Pupil Premium and the SEN register. The school Bursar, Sarah Robertson, has analysed how much interventions cost.</p>

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	<p>CS enquired as to how do EAL children fit into that and IP said that in our school they are largely separate. KH asked over how many years the actual value of the funding has decreased; TC and IP explained that this has happened over 4 years. IP explained that it is challenging where teaching assistants (who are not funded by the Pupil Premium) are spending time on interventions. TC explained that although overall the process is probably easier than before, measuring it is complicated.</p>
<p>9.</p>	<p>Latest Governance Guidance from Ofsted/DfE</p> <p>Due to lack of time CB encouraged all to read this on the VLE to note the key vulnerabilities for governing bodies.</p> <p>CB also said that the LA is wanting to put in place governors with local leadership capacity ie local leaders of governance to mirror the local leaders of education. Applications are invited by the LA by 20th March. Anyone who has chaired a committee can apply. It is a good way to show evidence of working across the city.</p>
<p>10.</p>	<p>Safeguarding Update (KH)</p> <p>KH explained that she and Sarah Chambers agreed that she would provide a summary for each governing body. However as this was not completed ready for this meeting, this will commence from the next.</p> <p>Action – KH and Sarah Chambers to do an update for each FGB.</p>
<p>11.</p>	<p>School Partnerships</p> <ul style="list-style-type: none"> • St Martin's Partnership Update <p>TC and IP provided an update: St Martin's are currently going through the process of recruiting a permanent head teacher. The schools are working on a joint proforma for gathering evidence of outstanding teaching to be used in both schools, together and separately. TC is beginning to work on their 3 year vision. Planning ahead, IP is to stay there into the next financial year and is budgeted for. Next year TC will take more of a back seat. They are expecting their Ofsted in October and hopefully this will take them out of requires improvement. Their challenge is 'outcomes for children', everything else is in place and TC and IP said they are confident about showing how St Andrew's has fulfilled our role in assisting the school.</p> <p>Academy Programme Update (Confidential)</p> <p>See confidential minutes.</p>
<p>12.</p>	<p>Committee Reports:</p> <ul style="list-style-type: none"> • Headteacher's Report <p>Noted and much of it covered in previous items.</p> <ul style="list-style-type: none"> • Teaching and Learning

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	<p>Noted.</p> <ul style="list-style-type: none"> • Resources – Outdoor Space Update (Confidential) See confidential minutes. <p>Governors enquired about the state of our budget; LE said there will be a full update at the next meeting but that things are in good shape. TC explained that there is a crisis in school funding. Brighton & Hove have schools with real problems but that we are presently cautiously confident we are not one of them. Struggling schools are often where they are not full.</p>
13.	<p>Governor Training:</p> <ul style="list-style-type: none"> • Feedback on Training Attended CB and AW attended the Governance Strategy Partnership meeting. Topics covered included SEN update with redesign of special schools and pupil referral unit provision and integrated B&H Inclusion Support Service, Future school funding, standards and achievement update, proposed model for B& H Educational partnership. • Spring Term Training Schedule Noted. Diocese Training Schedule including <ul style="list-style-type: none"> • Annual Conference 10th June Standing in the Gap – speaker Mark Craig the CE Vision and Ann Holt- the new SIAMS Framework. <p>Noted.</p>
14.	<p>Governor Visits</p> <p>EL visited for World Book Day.</p> <p>CB reminded governors to record all visits in the governor visits book in the office, ask the office staff for a governor badge and use the governor visits template to report to governors.</p>
15.	<p>Exclusions None.</p>
16.	<p>Racial incidents Two (neither were repeated children)</p>
17.	<p>Grace Date of Next Meeting Tuesday 9th May 2017</p>

Date...9th May 2017....

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

Action Points log

	Action	Person	Timescale
1.	Send the governors email list again to NGA.	CBe	Asap
2.	To notify Julien Rutler of continued appointment for a further year. To notify Matt Rance that his term has ended. To discuss stepping down with Colleen White.	CB	
3.	Discuss recruitment of further Foundation Governors with DH.	CB	
4.	Find some formal wording on guidance to employers for giving time to governing.	CBe	
5.	Provide a safeguarding update for each Full Governing Body.	KH and Sarah Chambers	For 9 th May meeting