

Learning, Growing, Achieving...Our journey together

**Minutes of the Full Governing Body meeting
held on Tuesday 8th January 2019, 7pm, at the school.**

Present:

Chasey Crawford Usher	Headteacher
Mark Warren (co-chair)	LA Governor
Rev. Nick Williams	Ex-officio
Chris Clark	Foundation Governor
Sarah Cooper	Foundation Governor
Richard Dunn	Foundation Governor
Kate Millar	Foundation Governor
Alice Dunstall	Foundation Governor
Suzanne Rowlinson	Foundation Governor
Eleanor Sutton	Foundation Governor
Tom Sewell (<i>until 8.30pm</i>)	Parent Governor
Goff Pain	Staff Governor

Clerk:

Sara Wallis

	ACTION
Procedural	
<p>1. Opening Prayer. The meeting commenced after prayer.</p>	
<p>2. Apologies for Absence. Apologies were received and accepted from Gail Isted.</p>	
<p>3. Governance.</p> <p>Declaration of business interests. None.</p> <p>Induction and mentoring – new Foundation Governors. The new Governors have both completed the new Governor induction checklist. They are to attend the LA Governor induction training on the 12th February.</p> <p>Training and development. A bespoke training session on understanding data has been booked for the 26th February 4-6pm. Governors were reminded to book a place via the Education People website. The senior leadership team will also be attending.</p> <p>Section 128 checks / DBS checks. The 2 new Governors have both had DBS checks carried out. The updated Keeping Children Safe in Education (KCSIE) document states that Governors are subject to a section 128 direction.</p>	

<p>ACTION ONE: Chris Clark and the Headteacher are to investigate how this is carried out and whose responsibility it is.</p>	<p>Chris Clark/ Headteacher.</p>
<p>4. Minutes of the previous meeting. The minutes of the meeting held on 20th November 2018 were agreed as an accurate record of the meeting and signed by the Chair.</p> <p>Review of action points. ACTION TWO: GIAS to be updated with the new Governor details.</p> <p>A safeguarding audit is underway. ACTION THREE: safeguarding audit to be completed.</p>	<p>Clerk</p> <p>Chris Clark / Eleanor Sutton</p>
<p>School improvement</p>	
<p>5. Headteacher's report. This was distributed to the Governors prior to the meeting along with a snapshot of the school. Copies are held with these minutes. There were no questions from the Governors.</p>	
<p>6. School Development Plan (SDP). The SDP progress summary was distributed to Governors prior to the meeting. Changes since November are highlighted. The Headteacher led the Governors through the main points.</p> <p>Improve quality of teaching: <u>Library use:</u> The infrastructure is all in place. It is in constant use with lessons and also at lunchtimes children will go to read, some with their reading buddies.</p> <p>Development of curriculum and promote risk taking: <u>Role modelling:</u> Q: How are the junior governors? A: Karen Down is heading up this area. The children run the school shop. Karen is meeting with them next week. They will be preparing for the next elections. <u>Pupil confidence interventions:</u> Q: How are teachers progressing with confidence interventions? A: All teachers have projects planned. Next, they need to think about how to assess the impact. A Governor commented on the high quality of the public performances at the Christmas shows. The quality of the readers was particularly good. <u>Amend marking policy:</u> The Headteacher's focus is on reducing teacher marking and making sure that they are not stressed. The books are looking good. <u>Improved resources:</u> The next step is to make sure teachers specify details of exactly what resources are required for lessons.</p> <p>Protect and nurture pupil wellbeing and confidence: <u>PSHE lessons:</u> The school have purchased a program called Jigsaw. The session will take place during assemblies, so they won't impact staff planned lesson time. The leaders will be</p>	

presenting the plan to the staff. It will be in place for September 2019, which is well ahead of the statutory timings.

Q: Will this be delivered to all ages?

A: KS1 already have PSHE activities in place. It will be for years 3 to 6.

Develop premises:

Effective safe space:

The offices have been reconfigured to enable Rainbow room to be cleared. It will be good to have an area dedicated to a safe space.

Q: Is it intended for one particular child?

A: No, it will also be used for play therapy. We are seeing more children with anxieties who would benefit from a safe space. It will also be used as a meeting room.

Q: Have you purchased any other equipment?

A: No, not yet. It's not intended as a sensory room. We will wait to see how it is mostly used before purchasing anything else.

Classroom expansion:

Chris Clark has spoken to an architect and will be arranging for some sketches which will enable some costings. An expansion would have a huge impact on staff and children's well-being.

ACTION FOUR: Chris Clark to arrange architect's sketches.

Chris Clark

To conclude; good progress was made in a busy term

7. Committee reports.

Resources:

The Committee are next meeting on 11th February.

The Chair gave an update on school finances. There is still a surplus forecast, although slightly lower than predicted. There is some uncertainty with supply cover teachers, but an estimate has been entered.

A new TA has started. The new Y2 teacher, Lizzy Kirk-Smith, is starting after half term. She has been into school for handovers and pupil review meetings. Lauren Lister is covering the weeks in-between Charlotte Reygate leaving and Lizzy Kirk-Smith starting and there have been good transitions between the 3 teachers.

Curriculum and Standards Committee:

The last meeting was held on the 13th December. A monitoring visits timetable has been circulated and Governors were advised to stick to the suggested dates to prevent an overload on teachers. Once reports have been approved by the class teacher, subject lead and Headteacher they can be distributed to all Governors. Monitoring reports were looked at and points were picked up on and discussed at the meeting.

Data:

The autumn data and analysis of the data was distributed to Governors prior to the meeting. The analysis was put together by the Chair and consists of a number of charts and graphs with the purpose of identifying any patterns and trends. The Chair gave a high-level summary of the data. In both attainment and progress maths is seen as good (except in Y2), reading is strong, and writing is weaker than we would like.

Looking at the history of the children; Y3 and Y5 are consistent across all subjects each year.

ACTION FIVE: Chair to prepare an explanation of the analysis.

Mark Warren

Q: Why is there missing data from Y2?

A: Due to the teacher absence their baseline is being re-established from January.

Q: There has clearly been an issue with Y2, are you now confident that you have resources in place?

A: Yes.

Q: Are Y5 not flat-lining now?

A: They are making good progress, not accelerated but they are achieving well against the expectations.

Writing is the biggest area of focus across the whole school.

Y2 (26 children)

Eight children are a year or more behind (31% of the class). Seven are travellers/ disadvantaged or EAL, one is new to the school. Katherine Phillips reading program has made a huge difference. We are now focussing on the basics for writing; helping them to form letters and write sentences. 70% will get to the expected level at the end of year if we work hard. In maths we are going back to the white rose program to cover all areas as there are huge gaps. In afternoon sessions from March to May, Katherine Phillips will focus on the phonics resits and maths for Y2.

Q: What about the children who are exceeding, are they being challenged?

A: Yes, in reading and writing it is easy to set individual activities. The higher ability maths could be pushed more which is a task for the teachers. We are confident they will achieve exceeding.

Q: For the 8 children, how much time do they spend out of the class?

A: They are in class every morning. It is 20-30 minutes each afternoon where they have interventions.

Governors discussed whether more interventions would have a greater impact, but it was agreed that more time in class, spent doing activities they enjoy and are good at, would be more beneficial for these children.

Y4 (23 children)

Seven children are a year or more behind. A number are new to the school, they are traveller and disadvantaged children. A one-to-one TA is taking the interventions. There are 2 intervention groups with writing. It is a stronger picture in maths, but support is still in place for the group of 7. There is the possibility of using the Y2 TA for 2 afternoons a week for those who should be at expected.

Y6 (29 children)

Four/five children are significantly behind the expected level. There are a lot of borderline children in this class. The class has had some disruptive years. It has been a difficult cohort to try and engage with. Reading is not a concern. There is a writing exercise before assemblies which is checked, and children remain in at lunchtime if they make silly mistakes with punctuation and full stops. On a Wednesday morning the class will be split for a writing lesson. There will be a second writing lesson after lunch taken by the Headteacher and Karen Down. There is a greater depth intervention twice a week and the TA has interventions with those on the borderline of expected level.

A Governor stated that the recent group of Y8 children who returned to Watlington talked favourably of introducing detentions at primary school as it was such a shock when going to secondary school.

A Governor noted that the Y6 team work well together. Emma Derby has settled in well.

A Governor commented that there are a large number of interventions which must be very complex as a management plan. It must be difficult for the TA's to be switching between classes and activities.

Q: Are the interventions all new this term?

A: Some were already in place.

Q: Who will be checking on Lizzy Kirk-Smith?

<p>A: She will be mentored by Florence Saunders and Hannah Farrington. The TA support in the class is great.</p> <p>Q: How are quality TA's recognised?</p> <p>A: In Y2 there will be a monetary payment as an unqualified teacher for one afternoon. Within the class she is treated as a peer.</p> <p>Q: How can we make sure we don't have disruptive years? Are we advertising for vacancies early enough?</p> <p>A: Advertising for the Deputy Headteacher is the next job on the list.</p> <p>Q: Can we expect this level of interventions with Y2 and Y4?</p> <p>A: Yes, with the group of 7/8 children. They are making slow progress, but the long-term attainment outlook is positive.</p> <p>Q: Can we change the structure of the staff to help? For example, increasing the TA time for a period of 2 years?</p> <p>A: This is something to pick up in the Resources Committee.</p> <p><u>Terms of Reference (TOR)</u></p> <p>The TOR for the Curriculum and Standards committee was approved by the Governors.</p> <p><i>8.30pm Tom Sewell left the meeting</i></p>	
<p>8. Policies</p> <ul style="list-style-type: none"> • Online safety Policy <p>A Governor commented that there was some wording within the policy that they felt wasn't quite right. The policy is a KCC template but seems to be quite onerous for the School. Mobile phone guidelines suggest that parents can contact their children on their phones with the Headteachers permission which could lead to some ambiguity. A clearer policy was favoured.</p> <p>ACTION SIX: Chris Clark and Goff Pain to re-word the policy along with Hannah Fraser</p> <ul style="list-style-type: none"> • Pay Policy <p>This requires some alterations and will be reviewed further before being circulated for approval at the next FGB.</p> <p>ACTION SEVEN: Pay Policy to be reviewed at the next FGB.</p> <p>The following policy was approved by the Governors:</p> <ul style="list-style-type: none"> • Governor School Visits Policy – Governors to note that the visit form has changed to fit with the current SDP. 	<p>Chris Clark/ Goff Pain</p> <p>Headteacher</p>
<p>Monitoring and Governor visits</p>	
<p>9. Governor monitoring visits</p> <p>A timetable has been distributed and Governors are to make arrangements for visits. Completed reports will be discussed at the Curriculum and Standards Committee meeting.</p>	
<p>10. Website compliance</p> <p>There are some Pupil Premium updates still to be uploaded. Photographs have now been updated.</p>	
<p>Safeguarding</p>	
<p>11. Safeguarding update</p>	

<p>All Governors need to read KCSIE part 2 which refers to the management of safeguarding, particularly the responsibility of Governing Bodies. ACTION EIGHT: KCSIE part 2 to be read by all Governors and sign the head sheet.</p>	<p>All Governors</p>
<p>Other</p>	
<p>12. Chair's actions/correspondence. A complaint was received from a parent. The Complaints Policy was followed, and no further action taken.</p>	
<p>13. Any other urgent business. None.</p>	
<p>14. Confidential matters. None.</p>	

The meeting closed at 8.45pm

Date of next meetings:

Thursday 7th March 2019, 6.30pm

Monday 20th May 2019, 7pm

Monday 15th July 2019, 6pm

Signed _____ (Chair) Date _____