

BOUGHTON-UNDER-BLEAN AND DUNKIRK (METHODIST VOLUNTARY CONTROLLED) PRIMARY SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD ON MONDAY, 16TH JANUARY 2017 AT 1.00 p.m.

PRESENT:

Mrs K Bachelard	Mr J Bennett
Dr. J Boyle (Chair)	Mrs J Collett-White
Mr A Cummins	Mrs J Dawes
Miss S Holness	Mr R Kerrell
Reverend H Letley	Mrs T Mayne
Mr S Way (Headteacher)	

IN ATTENDANCE: **Mrs D Stryzyk (Clerk to the Governors)**

1. Quorum

The meeting was established quorate.

2. Apology for Absence

An apology for his absence had been received from Mr M Baybutt (in Lancashire on a family matter). His apology was accepted.

Reverend J Everingham was not in attendance.

3. Governing Board Membership

There were currently no vacancies to report.

4. Declaration of Business Interests

a) Declarations

The governors were afforded an opportunity to declare business interests against any of the agenda items for the meeting. None were forthcoming.

b) School's Website

The Headteacher confirmed that the information relating to governors' roles, responsibilities and business interests had been published on the school's website.

c) Educare Database

The Headteacher confirmed that information requested by the Department for Education (DfE) had been uploaded to the Educare database.

d) Pen Profiles

The Chair reported that she had reminded governors to email any outstanding pen profiles to her for inclusion on the website if they wished.

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5. Minutes of the Previous Meeting

The minutes of the meeting held on the 21st November 2016 were agreed as a true record and were signed on behalf of the governors by the Chair.

6. Matters Arising from the Minutes

a) SEND Policy

Governors received confirmation that the SEND Policy had been published on the school's website.

7. Headteacher's Report

The Headteacher's report had been available for governors on the governors' sharepoint in advance of the meeting. He expanded upon his report:

a) Staffing

The Headteacher advised that a number of students have joined the school during the term. The school has a good links with Christ Church University. He stated that good student teachers can be an asset to a school, although some parents may have reservations. The student teachers (all in their final year) will have a significant amount of teaching. One student was in Year 5 and the other in Year 4, both were keen to learn, their mentor was the Deputy Headteacher. The school was also supporting a Teacher Direct student based at Ethelbert Road School who was in the Year 1 class. A governor enquired whether the Teacher Direct student also had a mentor. The Headteacher explained that the teacher was being mentored by the Deputy Headteacher at Ethelbert Road Primary School and Fulston Manor (the teaching school). In response to a governor's question, the Headteacher advised that student teachers are assigned to schools, schools are not able to select student teachers. He added that he personally had close links with the University and the support network was good.

b) Extra-curricular Activities

The choir had sung at a number of venues, including the O2 Arena.

c) Parent Teacher Friends Association (PTFA)

A Parent Governor advised that the Parent Teacher Friends Association had raised £1,200, the PTFA was liaising with the Headteacher to identify plans for the year. The immediate plan was to help with the running costs of the school's minibuses to enable pupils to participate at local events and make school visits. The Governor added that there was an urgent need to recruit new parents to the PTFA. At an upcoming coffee morning, parents would be invited to join the formal hand-over of funds to the school.

A governor referred to the evacuation drill and asked how it compared with other drills. The Headteacher advised that it had been the best, pupils were not in class and were going into the hall when the alarm sounded.

d) Collaboration

The Headteacher advised that the Headteacher of Lorenden was keen to be involved with the collaboration of schools, including Kent College, St. Peter's, and Boughton & Dunkirk for a hymn writing day. The Methodist Collaboration of Schools had various other events planned for the remainder of the year. A governor enquired whether other schools in the Collaboration visit the school. The Headteacher confirmed that they do;

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representatives from the schools had met with the Maths Subject Leader. A governor asked what else had been planned. The Headteacher listed examples of the planned activities: Year 2 – sport, Year 3 – Forest School, Year 4 – students will come together to do a performance for the parents, Year 6 will have continued access to the swimming pool at Kent College.

The Headteacher advised that the Faversham Collaboration of schools were scheduled to meet during the following week.

e) Behaviour & Safety

i) Attendance

The Headteacher drew governors' attention to the attendance figures. As at the end of term 2 attendance was 96.7% (which was slightly up for the same period last year 96.6%). **Governors welcomed that attendance was close to the school's target of 97% despite the incidence of illness.**

The Headteacher advised that there were still issues with persistent absenteeism. A governor enquired whether the incentive discussed at a previous meeting had impacted on attendance. The Headteacher responded that it had not necessarily because attendance had actually dipped during the last week of term, some as result of sickness.

A governor enquired whether unauthorised absences was a particular issue for the school. The Headteacher advised that all holiday requests were unauthorised. Penalty notices/fines were not a disincentive for parents. A child was now deemed to be a persistent absentee if their attendance falls below 90% within the previous 100 days (the figure used to be 85%).

Governors acknowledged that if children are happy in school, they will want to come to school.

ii) Exclusions

There had been no exclusions since the last meeting. The Headteacher advised that a Year R child was currently on a part-time timetable. He advised that the long term solution for the child would be for a placement in a specialist setting. The Staff Governor explained that a child may only be on a part-time timetable for eight weeks (mid-February) and then it is increased. The Headteacher advised that the arrangements had not had any marked improvement on the child's behaviour.

A governor referred to an article in the Governor Briefing notes, she acknowledged that the school was doing well reducing absences and exclusions.

A governor enquired how the member of staff providing 1:1 support for the child on the part-time timetable was being deployed when the child was not in school. The Headteacher explained that the member of staff was free to deliver interventions and support children.

A governor enquired about another child who is in receipt of 1:1 support with a new member of staff. The Headteacher advised that the member of staff providing 1:1 support had been doing a fantastic job supporting the child, who had responded well to the increased expectations.

iii) Report Racial Incidents

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There had been no racial incidents since the last meeting.

f) School Roll and Organisation

The Headteacher advised that there were currently 222 pupils on roll, the January census had been conducted earlier in the day. Currently it was unknown how many Year R applicants would be provided places at the school from September 2017. The Headteacher added, the school had been pro-active in promoting the school.

g) Outcomes

The Headteacher advised that he and the Deputy Headteacher had reviewed the school's 2016 data outcomes, the summary report and Inspection Dashboard had been shared with governors.

A governor asked what measures the school was taking to address the performance of middle attaining pupils.

The Headteacher stated that the school's higher attaining pupils at the end of Key Stage 1 for progress and attainment had been in the top 10% in the country. The school was focusing on building independence; tracking and testing to get the middle attaining children, who did not score as highly in the December tests, to where they need to be. He added, children were not used to sitting tests; it was about building stamina and helping children to cope with tests. Pupil progress meetings were taking place during the coming term. In one of the cohorts, the focus of discussions would be girls in Maths. **A governor referred to a previous discussion, governors had been advised that the school was encouraging children to be independent.**

A governor enquired as to the frequency children would sit the tests. The Headteacher advised the children would sit tests just before the half term break and again before the Easter break. The tests will inform the school of where gaps exist in children's knowledge and coverage of the curriculum and how the children are coping with the tests. He added that the teachers need to ensure that the children have all of the necessary tools they need to perform well in the tests.

The Headteacher advised governors that there were no particular trends relating to boys/girls.

The Outcomes – Data Tracking monitoring pair of governors had attended a meeting with the Deputy Headteacher, their focus had been on the school's data (the report had been prepared and would be circulated in advance of the next meeting). The governors advised that they had been encouraged by the changes which have been put into place for this year and what had been done to address the issues, for example using tests similar to the SATs (Standard Assessment Tests). The Headteacher added, one current Year 6 child had passed the 11+, but achieved below the age expected standard in Reading during the recent school testing.

A governor enquired whether the introduction of the new National Curriculum was making it difficult to monitor progress. The Headteacher responded that the change in the assessment system was making it tricky to track progress. Schools were looking for another system to track progress. He added, the school's data from last year had been published on the school's website.

h) Profile of the Quality of Teaching, Learning and Assessment

The profile of the quality of teaching, learning and assessment was good +. The Headteacher advised that formal observations would take place during term 4.

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A governor enquired when the school had last looked at the uniform supplier. The Headteacher advised that it had not since he had been appointed and he undertook to look into it. The governor (a parent) advised that there was a school uniform outlet in Faversham, although the school keeps a supply of uniforms incorporating the school's logo, parents have to purchase other items online and incur additional costs for postage.

A governor enquired whether disadvantaged children receive free items of uniform. The Headteacher advised that they do not, but the school did have a second hand shop.

A governor noted that in order to change uniform supplier 12 months' notice is often required to avoid penalty fees (e.g. purchasing all remaining stock).

Action: HT to look into uniform suppliers to determine whether existing supplier offers the best value for money for parents.

8. School Plan and Self Evaluation Form

a) Receive Updates Against School Plan Objectives

The Headteacher had annotated the School Plan with updates which had been uploaded to KLZ.

A governor enquired as to the school's reasoning for starting a girls' fitness club. The Headteacher explained that the PE Leader had completed an analysis of which children attend clubs, from the analysis it was found that a lot of girls were not interested in sports so a decision was made to introduce a girls' fitness club in the mornings. The Headteacher was pleased to report that the fitness club sessions were being attended by girls, it had also ensured that all of the children were being catered for. (A boys' fitness clubs runs at the same time.) A governor enquired how many children attend the morning fitness clubs. The Headteacher advised that 10 to 12 children regularly attend. **Governors welcomed that the school had identified a need and had responded.** The Staff Governor advised that the PE Leader would also be introducing a Yoga class and a Sports Ambassador (a Year 6 student) had been appointed.

A governor asked for an update in respect of the new library. The Headteacher advised that the completion of the library had been delayed because of the scheduled work to the roof. Library furniture and resources have been delivered, the project would be completed upon finalisation of the work to the roof in February.

b) Governors' Monitoring Reports

i) SEN Governor (KB)

The SEN Governor advised that she had met with the SENCo and discussed how SEN provision works. Her report had been emailed to the SENCo to check before sharing with governors.

The SEN Governor advised that during her meeting she had received an overview of waves 1 and 2, how funding is applied for, the screening process and how the school evaluates the impact of interventions and records evidence. There were regular reviews of the provision to ensure that they meet the learning needs of each individual child. Following the introduction of assessment without levels had made it difficult for staff to assess the progress of SEN children. The SENCo was using a traffic light system for monitoring. The Headteacher advised that the school had introduced smaller objectives so that progress may be measured. The SEN Governor stated that the SENCo works very closely with teaching assistants. The governor enquired whether the number of pupil progress meetings have increased. The Headteacher advised that last year pupil progress meetings were

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held each term, this year there had been much more focus on Pupil Premium and the more able pupils. This term's meeting would focus on SEN pupils.

Governors were advised that the school was looking at Maths provision to raise standards, because the school had been disappointed with the 2016 outcomes (the percentage of children meeting the age expected standard in Maths). Teaching Assistants were providing regular support to children. The Staff Governor added that the teaching assistants had received a lot of Maths training.

The SEN Governor had concluded that the SENCo had to complete a lot of work in order to secure High Needs Funding.

Action: SEN Governor's report to be shared, once agreed by the school, with governors in advance of the term 4 meeting.

ii) Effectiveness of Strategic Leadership and Management (JD/HL)

The monitoring governors' report was available for governors to view on KLZ. There were no key issues arising from the report.

iii) Quality of Teaching, Learning and Assessment (JCW/AC)

The monitoring governors' report was available for governors to access on KLZ. The governors reported that they had met with staff who had been respectful of each other. From their visit it was evident that the school cares about the well-being of staff and had appointed a Well-being Guru and there was a continued striving for excellence.

The governors advised that the school had introduced strategies to improve outcomes, which had included a review of policies and procedures. The Headteacher had adapted the timetable to make it more flexible.

A governor asked the Headteacher what members of staff think about governors coming into school to complete monitoring. The Headteacher responded schools leaders take the governors' role positively and generally staff were comfortable with governors visiting the school. New teachers trust the experienced teachers and recognise that governors are not trying to undermine the operational side.

iv) Data and Assessment (JB/KB)

Governors were advised that the visit had taken place and a draft report written which had been shared with the Deputy Headteacher, once agreed, the final report would be shared with governors.

Action: Data and Assessment Governors' Monitoring report to be shared with governors in advance of the term 4 meeting. Clerk to agenda.

v) Physical Education (JB)

The PE Governor advised that she had met with the PE Leader to discuss the impact of the Sports Premium Grant. Her report would be shared with governors in advance of the next meeting.

Action: PE Governor's report to be shared with governors ahead of the term 4 meeting. Clerk to agenda.

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vi) Non-Monitoring Visit Report (JCW)

A governor had joined the pupils on a trip to Hampton Court, her report had been uploaded to KLZ. The governor advised that the children had been well-informed and aware of the details of Tudor life. The Hampton Court teacher had been really impressed with the children's knowledge. The Headteacher added that immersive experiences were valuable for the children.

A governor enquired how school trips were paid for. The Headteacher explained that parents are asked for a donation. The cost of the visit had been £16.00 which had included the cost of travel and entrance to Hampton Court.

The Headteacher advised that the school planned to purchase/lease a new minibus and aimed to build up a reserve to enable the school to purchase replacement vehicles in the future. A governor suggested that parents could be asked to donate a little extra in order to build up a fund for those families who cannot afford the cost of school trips.

vii) Effectiveness of Provision for Pupils' Personal Development, Behaviour and Welfare (JEB/JE/TM)

The monitoring governors advised that they had received a request from the Headteacher and Deputy Headteacher to defer the school values monitoring visit to term 4.

Action: Effectives of Provision for Pupils' Personal Development, Behaviour and Welfare Governors' Monitoring Visit report to be shared with governors at the term 4 meeting.

9. Finance Report

a) Nine Month Budget Monitoring (RK/MB)

The Finance Monitoring Governors had reviewed the school's budget at the seven, eight and nine month intervals, the governors' monitoring reports and budget monitoring reports for the periods were available for governors to view on KLZ.

Income

The Finance Governor wished to place on record thanks to the SENCo who had secured additional High Needs Funding (detailed in income codes I01 and I03).

I12, Income from contributions to school visits was offset in E19 which detailed expenditure for the residential school visit which would take place in 2017/18.

I13, Donations and/or voluntary funds, the school had received monies for a climbing frame (the PTFA had agreed to pay half of the cost, the school the remaining cost). The school had also received monies from Foundation Property Services.

I18, Additional grants for schools income included Universal Infant Free School Meals monies.

Expenditure

E01, Teaching staff and E03, Education support staff, governors were advised that staffing costs have balanced out over the various staff expenditure codes.

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E09, Staff development and training, expenditure was higher than expected when the budget was originally set. Staff had completed training in respect of the KS1 and KS2 SATs and Child Protection training. The Headteacher explained that the increased costs related to various elements of statutory training. The school was looking at training opportunities for staff across the Collaborations going forward into next year in order to achieve savings. **Governors acknowledged that the training and development of staff was a good investment.**

The Headteacher advised that two other members of staff would be Designated Child Protection Co-ordinator trained.

E24, Special facilities, in respect of the purchase of fruit, the budget calculator detailed expenditure over the year.

E30, Direct revenue financing, this had included the school's contribution to the cost of the school roof which the school no longer has to pay for as costs were being met by KCC.

The Finance Governor advised that the current predicted rollover was £51,816 which was within the Balance Control Mechanism (BCM).

The Finance Governors were of the view that the school's budget was healthy.

The Headteacher explained that it was hard for the school to predict when funds will be received by the school for areas such as High Needs.

The Headteacher advised governors that there were financial considerations for the future. When the 'bubble class' has moved through the school it will result in a loss of income. The school had made provision in respect of staffing when this happens. There were also changes to the budget formula which was being reviewed by the Schools' Funding Forum.

Governors unanimously agreed the nine month budget monitoring report.

b) LA Feedback to Six Month Budget Monitoring

No report.

c) 2015/16 Benchmarking

Governors were referred to the Finance Governors' monitoring report for the previous meeting which was available on KLZ.

d) Schools Financial Value Standard

The Finance Governors were advised that the SFVS submission would have to be prepared in readiness for the full Governing Board to approve at the term 4 meeting. The Clerk advised that a new SFVS template was available on KELS. The Chair of Governors, Vice Chair and Finance Governors should also complete the Governors' Financial Competencies Matrix.

Action: Finance Governors (MB/RK) to prepare the SFVS submission in readiness for FGB to approve at the term 4 meeting.

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Action: CoG/Finance Governors to complete the Governors' Financial Competencies Matrix.

e) PE and Sports Premium Expenditure

The Finance Governor advised that the school received £9k Sports Premium funding. Governors would in due course receive the SPG Impact Statement.

f) Pupil Premium Expenditure

The Finance Governor referred governors to the budget monitoring report which detailed the school's Pupil Premium Grant funding = £57k. The Headteacher advised that of the new children admitted to the school as in-year admissions, four were eligible for PPG funding.

In response to a governor's question, the Headteacher advised that the school's Finance Secretary was assuming a larger element of financial role in the school. The SFS (Schools Financial Services) Officer completes termly visits to the school. The governor enquired whether the cost of the SLA to Financial Services would reduce as a result. The Headteacher advised that it would not necessarily reduce.

10. Safeguarding and Health & Safety

a) Issues or Concerns

The Headteacher, staff and governors were afforded an opportunity to raise any Safeguarding or H&S issues or concerns. None were raised.

b) Annual Safeguarding Review Toolkit Part II

The Safeguarding Governor shared with governors Part II of the Safeguarding Report (the report would shortly be uploaded to KLZ), as follows:

- ✓ There were no issues to report
- ✓ All policies linked to Safeguarding were up to date
- ✓ There were no pupils subject of a Child Protection Plan
- ✓ There were five children with a Statement of SEN
- ✓ There were five Children in Care (ChiCs)
- ✓ There had been no allegations made against staff
- ✓ There had been two fixed term exclusions during the academic year
- ✓ There had been no reported incidents of bullying
- ✓ There had been two reported on-line safety incidents

In summary, the Safeguarding Governor was pleased to report that there was evidence of robust safeguarding systems in the school.

c) Fire Alarm Drill

The Health & Safety Governor had been in attendance during a recent fire alarm drill. The Headteacher advised that fire drills were conducted each term and staff receive feedback following each drill.

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d) Safeguarding and Child Protection Training for Staff and Volunteers

A governor advised that she had attended the whole-school Safeguarding training, which had identified documents which schools should have in place (Governor training feedback and action point sheet dated the 3rd January 2017 refers). The Headteacher advised that an audit had been completed in school which had identified that the school needs an Anti-Terrorism Policy. Three members of staff have completed the FGM (female genital mutilation) training, staff have also received Child Sexual Exploitation and Prevent (anti-radicalisation) training. In addition, all members of staff have completed an update to the Disqualification by Association declaration.

A governor enquired as a result of the training, were there any policies to be ratified by governors. The Headteacher advised that the policies and procedures tied in with the Safeguarding procedures and policies. An Anti-Terrorism Policy would be formulated for governors to ratify at the next meeting.

Action: Anti-Terrorism Policy to be drawn up and shared with governors in advance of the term 4 meeting for governors to approve. Policy Governor (JCW) to include in the Policy Review Schedule.

e) Single Central Register

A governor (JCW) confirmed that she had inspected the Single Central Register following the last meeting.

11. Policies for Review

Upon the recommendation of the Lead Reviewer, the following policies were unanimously agreed:

- a) Safeguarding Policy (ALL)** – subject to the review date being changed to January 2019 (unless legislation requires the Policy to be updated before the scheduled review)
- b) Capability Policy (JCW)**
- c) Health & Safety (AC)**
- d) Racial Incident Reporting Procedure (RK)**
- e) Staff ICT Acceptable Use Policy (JD)**
- f) School Emergency Management Plan (MB)**
- g) Intimate Care Policy (TM)**
- h) First Aid Policy (AC)**

The Domestic Abuse Referral Procedure, the Lead Reviewer (TM) asked that the document be carried forward to the term 4 meeting for approval.

Action: TM to liaise with the school in respect of the formulation of the Domestic Abuse Referral Procedure and commend the document for FGB approval at the next meeting.

A governor enquired as to the role of the Chair in the event of an emergency, would members of the governing board be informed. The Chair confirmed that governors would be briefed.

Action: Pupils' ICT Acceptable Use Policy to be included upon the agenda for the next meeting.

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12. Governor Training and Development

a) Reports of Training Undertaken

i) Narrowing the Gap (JEB)

The governor's feedback and action point sheet was available for governors to view on KLZ. He drew governors' attention to some of the key messages from the training:

- ✓ The Sutton Trust Education Endowment Foundation Trust had produced a useful teaching and learning toolkit in respect of 34 interventions which have been summarised in terms of their average impact on attainment, the strength of the evidence supporting them and the cost (link provided within the governor's report). He cited the following examples:
 - Mastery Learning - subjects and learning content are broken down into units with clearly specified objectives which are pursued until they are achieved. Pupils must demonstrate mastery (via tests) before progressing to new content with additional support if necessary to reach the expected level. The toolkit was low cost, but there was strong evidence of progress (pupils made significant gains – up to five months' progress over an academic year).
 - Metacognition and self-regulation (learning to learn) – is effective particularly in small groups for lower achieving and older pupils. Low cost, strong evidence of progress, again significant gains in progress of up to eight months. May require teacher scaffolding/leveraging the level of help to encourage independent learning.

The Headteacher advised that the areas mentioned within the report the school already does. A suggestion was welcomed by governors that they receive a presentation from staff at the next meeting.

Action: Staff to deliver a presentation on the measures the school uses to accelerate the progress and attainment of disadvantaged pupils to diminish the difference between PP and non-PP pupils. Clerk to include upon the agenda for the next meeting.

The Headteacher advised that the Deputy Headteacher was scheduled to attend a similar training event.

The governor advised that research had indicated that homework results in pupils only making modest gains at primary phase.

ii) Whole School Safeguarding (JCW)

Discussed at minute 10, Safeguarding d) above.

TM advised that she had changed jobs and would be unable to obtain copies of her training certificates.

b) Training and Development Priorities for Governors

The Chair asked if governors had any specific training needs for a bespoke training session which would need to be requested and delivered before the end of the academic year. Governors had been interested in the Governors' feedback following Narrowing the Gap training and indicated that they would be interested to receive bespoke training on the subject.

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Action: Chair to liaise with Governor Services CPD to arrange for a bespoke training session on Narrowing the Gap.

13. Correspondence

The following items of correspondence had been shared with governors via the Clerk:

- a) Autumn Governor Briefing Notes – the notes were tabled
- b) Governor Services Termly Update December 2016 – KLZ
- c) Ofsted Improving Governance – KLZ
- d) Diocese Quarterly Update December 2016 – KLZ

14. Any Other Urgent Business

None.

15. Confidentiality

No items were deemed to be of a confidential nature.

16. Dates and Times of Future Meetings

The dates and times of future meetings were confirmed as follows:

- Term 4 – Monday, 13th March 2017 at 1 p.m.
- Term 5 – Monday, 15th May 2017 at 1 p.m.
- Term 6 – Monday, 10th July 2017 at 1 p.m.

The meeting concluded at 3.10 p.m.

Signature: (Chair)
13th March 2017

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