

BOUGHTON & DUNKIRK PRIMARY (Methodist Voluntary Controlled) SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD AT THE SCHOOL ON MONDAY, 10TH JULY 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
Reverend J Everingham	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)
Mrs J Godfrey (Deputy Headteacher from 1.15 p.m. to 1.45 p.m.)

1. Quorum

The meeting was established as quorate.

2. Apology for Absence

An apology for his absence had been received from Mr M Baybutt (family commitment). His apology was accepted by the governors.

3. Declaration of Business Interests

Governors were afforded an opportunity to declare business interests against any of the agenda items for the meeting. None were received.

4. Governing Board Membership

a) Parent Governor

The Chair advised that Mr R Kerrell had been re-elected, unopposed, as a Parent Governor. His term of office was effective from the 28th June 2017 for a period of three years.

5. Minutes of the Previous Meeting held on the 15th May 2017

The minutes of the meeting held on the 15th May 2017 were agreed as a true record and signed on behalf of the governors by the Chair.

6. Matters Arising from the Minutes (not covered by the agenda for the meeting)

a) Update ref. Uniform Provider

The Headteacher advised that parents' views were being sought on the school's uniform provider and the quality of the clothing. The parent survey would close later in the week. The Chair explained that should the school decide to change uniform provider; the school would have to provide a year's notice to the current supplier. One or two parents were not happy with the existing uniform provider, however, only five responses had, thus far, been received.

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7. Headteacher's Report

The Headteacher's report had been available for governors to access via the Sharepoint in advance of the meeting. The Chair invited the Headteacher to expand on any key points detailed within his report.

a) Staffing Updates

The Headteacher referred to his report and an addendum to his report for staffing updates.

A new Year R teacher had been appointed, Miss French. Miss French has had a lot of previous experience in the classroom as a teaching assistant and had come highly recommended from her previous Headteacher. She had already met with parents, attended open evenings and would be coming into the school to meet with the current Year R/Phase Leader for planning and again for transitions.

The current Year R teacher/Phase Leader would be going on maternity leave from the autumn half term.

The current Year 5 teacher (who would be in Year 4 from September) would take paternity leave in early September.

Another staff member, who was currently on maternity leave, would be returning to the school at the start of the new academic year.

Two teaching assistants would be leaving the school at the end of the year, both were on fixed term temporary contracts.

The Headteacher had provided governors with details of staff/class allocations for the 2017/18 academic year in the appendix to his report. A governor asked how the parents have viewed the staff changes. The Headteacher responded that a few parents have shared their concerns. He explained that class allocations were decided on the needs of the class. The Senior Leadership Team have been consulted and have agreed the allocations. A governor asked whether staff were consulted. The Headteacher confirmed that conversations were had with staff over the course of the year.

Discussions at this juncture were deemed to be of a confidential nature and have, therefore, been recorded within the confidential minutes for the meeting.

Mrs J Godfrey (Deputy Headteacher) joined the meeting at 2.20 p.m.

b) Quality and Standards of Education/2016/17 Outcomes

Key Stage 2

The Headteacher referred to the performance data for the school. The Key Stage 2 results had been received during the previous week, he reminded governors that the school's combined Reading, Writing and Maths result for the previous year at the end of KS2 had been 31% of pupils achieving the expected standard (against the national average of 53%). This year, the school's combined score = 75%, Reading = 78%, Writing = 78%, English, Grammar, Punctuation and Spelling = 84% and Maths = 78%. Therefore, based on the previous year's national averages, the school was expected to be above in all areas. The results had

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reflected the class teacher’s assessments. Writing had been moderated. The Headteacher explained that, as yet, he did not know the national progress measures; however, the school was above the floor target this year as a result of the outcomes (last year it was below in terms of attainment outcomes, but above for progress). The Headteacher stated based on the school’s assessments based on the proportion of children who had attained L2a+ at the end of KS1 = 48%, the school estimated that the percentage of children who have attained the Expected +/Greater Depth standard to be in the region of 75%. **Governors welcomed the fantastic results for the school and recognised that the school had added value in terms of progress.** The Headteacher stated that a couple of children had missed out by one or two points.

A governor asked how many children were just at the Age Expected Standard. The Headteacher responded it was those children who were in the bottom group who had missed out this year. The school had ensured that as many children as possible had the skills to succeed in the tests. The school would continue to focus on those children who may need extra support and this would be informed by class teacher’s assessments.

A governor enquired whether the tests had been different this year causing the jump in results. The Headteacher explained that lessons had been learned from the previous year, the school had introduced the PUMA/PIRA tests to build stamina in addition the school had reviewed teaching strategies. As the school had been in the Ofsted inspection window in 2014/15, the school had remained working on the old assessment system of levels, so last year the school had been playing catch up following the switch to the new National Curriculum. The school’s knowledge of the English, Spelling, Punctuation and Grammar was now much better. In addition, the current Year 6 cohort has had two or three years in a ‘Good’ school. The national average had increased this year from 53% to 61% (which the school had exceeded). The Headteacher stated that he did not envisage another year group in the cohorts coming through that there will be another low group.

A governor asked how the more able pupils (previously L3 at end of KS1) had achieved. The Headteacher stated that the school had yet to receive the data for the Greater Depth standard, however, there were fewer higher attaining children generally in the cohort; the school’s focus had been on getting more children through. The Headteacher stated that teachers in other schools who had completed the moderator training, have had more success getting pupils in the classes to the Greater Depth (GD) Standard. The Deputy Headteacher explained that children at the GD standard were using ‘the voice of the writer’, for example a formal tone as well as writing in an informal style – a switch in the voice of the writer. Governors were advised that the Year 6 teacher would spend some time with a moderator to enable her to gain a greater understanding of what is expected to achieve the GD Standard.

A governor asked how the Year 6 pupils had performed in a practice when they sat the previous year’s KS2 SATs papers. The Headteacher stated that around 70% had passed the test.

Governors acknowledged that there was proof that the 2015/16 outcomes had been cohort specific. The Headteacher stated that he PUMA/PIRA tests have proven to be accurate as they match up with this year’s KS2 results.

Key Stage 1

The Headteacher referred to the end of KS1 results, there had been improvements in all areas for the Age Expected Standard:

Key Stage 1 - Expected	2016	2017	National Average (2016)
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Reading	79%	80%	74%
Writing	57%	73%	65%
Maths	79%	83%	73%
Key Stage 1 – Greater Depth	2016	2017	National Average (2016)
Reading	36%	33%	24%
Writing	21%	13%	13%
Maths	32%	20%	18%

Phonics Screening Tests

Phonics	2015	2016	2017	National Average (2016)
Year 1	83% pass	86% pass	92% pass	80% pass
Year 2 (re-takes)	100%	100%	100%	67% pass

Early Years Foundation Stage

Early Years Foundation Stage	2015	2016	2017	National Average (2016)
Good Level of Development	70%	78%	79%	69%

A governor noted that fewer Year 2 children had passed the KS1 SATs at the GD Standard. The Headteacher confirmed that the results reflected what the school knew of the children in that there were fewer children working at that higher standard. The Staff Governor added, the quality of teaching in Year 2 had not changed nor the curriculum, the results reflected the needs of the class.

Governors noted that the school had managed to maintain the EYFS results. The Staff Governor/Year R teacher explained that the results were in line with what was expected of the cohort, it had been a big achievement because of the needs of the class. The Headteacher advised that six Year R children did not achieve the Good Level of Development (GLD), those six children were also unlikely to pass the Year 1 Phonics Screening test nor the end of KS1 tests, because of the issues the children have. The Staff Governor/Year R teacher explained that there were four children who were working at pre-school targets who were being taught away from the class and receiving targeted teaching because their needs can no longer be met in the classroom.

A governor asked what the implications were for the school having to teach those children separately. She added there would also be implications as the children transfer to Year 1. The Staff Governor responded that there had been discussions on the implications for staffing, all of the children, with the exception of one, have external agencies working with them, the children have specific targets. The school had found people to work with and support them. An HLTA had been spending a lot of time with the children in Reception and this would continue when they transfer to Year 1. The Staff Governor added, an external advisor had advised that the children were at the start of their learning journeys (that was about five/six weeks ago).

Governors asked that their congratulations on the school's results be conveyed to the staff.

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Governors welcomed the Deputy Headteacher who had been invited to join the meeting to explain how the school had been working on promoting British Values.

The Deputy Headteacher stated that the school had recently held a British Values Week, but had already previously been doing a lot to promote British Values. Parents were informed at the start of the year what they may do to help support the school to develop this further. Staff considered what they were doing and how ideas may be developed e.g. in terms of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Children have learned that they do have a voice and a say, they have looked at politics and political parties and the democratic progress, the roles of Members of Parliament and councillors. The children had really enjoyed the variety of activities covered during British Values Week (democracy, on-line safety, what does it mean to be British? and what does it stand for? Children were given an activity, they were shown photographs of a variety of people along with a biography about each of them; children had made stereotype assumptions about each of the people.

A class had visited Swale House in Sittingbourne and had met with the Mayor and Borough Councillors. They were told that the mayoral role is non-political who works for the good of the community. The Local MP had also visited the school.

The DHT was pleased to report that both pupils and parents now have a greater awareness about what British Values are.

The DHT stated that the children have been more engaged in the democratic process, understand the responsibility of having a vote, stimulating thoughts and ideas. Staff had observed children's greater engagement in politics.

The Headteacher added, the teachers always approach subjects in an appropriate way to teach their pupils.

Governors thanked the Deputy Headteacher for joining the meeting to update governors on the school's work to promote British Values. She left the meeting.

c) Leadership & Management

The Headteacher referred to his report.

d) Quality of Teaching, Learning and Assessment

The profile of the quality of teaching remained as previously reported: 100% of teaching was Good, 67% of teaching was Outstanding.

Extra-Curricular Activities

Lorenden (Methodist) Preparatory School continued to support the school providing opportunities for Year 3 pupils to attend a 'forest schools' day. Some of the school's budding musicians attended the Primary Proms performance.

A range of children have participated in a number of sporting activities over the term ensuring that a range of sporting ability children have opportunities to attend and take part. The school had won the Swale

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District Cricket tournament (23 schools took part); the school now qualified for the County finals. In addition, the school had qualified for the Infant Agility finals earlier in the year and had come third in the County (out of 450 schools). The Headteacher sought from governors their recognition for the excellent work by the Sports Coach this year, which had resulted in the sporting successes. Governors wished to congratulate the school on its outstanding sporting achievements.

e) Personal Development, Behaviour & Well-being

a) Attendance

Attendance was 96.5%, there remained three persistent absentees (attendance < 85% and four children whose attendance was <90%). If the persistent absentees were removed from the school's attendance data, the attendance figure would be 97.1%. Overall the number of persistent absentees had reduced significantly since the Headteacher's May report.

b) Exclusions

None since the last report.

c) Reported Racial Incidents

None since the last report.

f) SIAMS (Statutory Inspection of Anglican and Methodist Schools)

Reverend Letley and Reverend Everingham (governors) had attended a training day to discuss with staff Methodism. The Headteacher thanked the governors on behalf of the staff for their input. The governors, Headteacher and subject leader had collaborated to formulate a SIAMS Improvement Plan to move things forward and prepare for a SIAMS inspection. A governor sought assurance that the actions identified in the previous Inspection report had informed the new SIAMS Action Plan. The Headteacher confirmed they have.

8. School Plan 2016/17

a) Yearend Evaluation of the School's Successes Against Identified Priorities in the School Plan

The Headteacher had updated the School Plan with yearend evaluations, he stated that one or two areas will be carried forward to the 2017/18 School Plan, e.g. middle leadership monitoring. Governors acknowledged that a lot had been achieved over the course of the past year.

b) Outline of Priorities for the 2017/18 School Plan

The Chair sought assurances from the Headteacher that the new School Plan would be ready in advance of the term 1 meeting. The Headteacher confirmed that it would.

c) Governors' Monitoring Visit Reports

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

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The governors' reports had been published on KLZ. Governors had noted that outstanding Maths teaching practice had been observed from class teachers and support staff by the Headteacher. This had been reflected in the school's Maths data. The governors reported that the standard of work in children's books had remained high, marking was consistent. The Maths Mastery had encouraged independent learning.

The key issue arising from the governor's visit was that governors should continue to monitor teaching, learning and assessment in all subjects into the new academic year after the SATs results and RAISEonline data have been published, with specific emphasis on Pupil Premium Grant children and other vulnerable groups.

ii) SIAMS (HL/JE)

Discussed above at minute 7, Headteacher's Report f) SIAMS, by way of the SIAMS Action Plan.

A governor referred to the SIAMS Action Plan, item 1.2: Values to be part of the shared vocabulary across the school and values linked to Merit assembly, she sought advice as to whether these were now embedded in the school. The SIAMS Governor confirmed that the school's values were well rooted into the life of the school and the school had real examples to demonstrate this.

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

The governors' report was available on KLZ. Governors had discussed at length British Values. The Safeguarding Governor was satisfied that the schools' on-line safety and safeguarding procedures were clear and robust. The governors would continue to monitor safeguarding procedures linked to e-safety.

iv) School's Outcomes – Data Tracking (JB/KB)

The Governors advised that the PUMA/PIRA tests took place during the previous week and data was currently being gathered. They had arranged to go into school on the last day of term to complete their monitoring visit and would report to governors at the next meeting.

Action: JB/KB to share their governor monitoring visit report following PUMA/PIRA tests (yearend assessments), complete an evaluation and report to governors at the term 1 meeting.

v) Effectiveness of Strategic Leadership Through Evidence of Implementation of Robust Systems (JD/HL)

The Monitoring Governors were scheduled to complete their monitoring visit during the following week and would report to governors at the term 1 meeting.

Action: JD/HL to complete their monitoring visit, complete a yearend evaluation and report to governors at the term 1 meeting.

vi) Evaluation of the School's Sports/PE Provision – Sports Premium Grant (JB)

The Governor advised that she would report to governors at the next meeting.

Action: JB to complete a yearend evaluation of the impact of the SPG on Sports and PE Provision at the school and report to governors at the term 1 meeting.

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The Chair advised governors that monitoring visits would continue to be aligned to the School Plan. Once the School Plan had been drawn up, governors' areas of monitoring would be assigned. The Chair asked governors to liaise with her if they have any preferences in respect of future monitoring roles.

Action: ALL governors to liaise with the Chair to advise which areas of monitoring they wished to complete during the 2017/18 academic year.

9. Safeguarding and Health & Safety

a) Issues or Concerns

The Headteacher, staff and governors were afforded an opportunity to raise any safeguarding or health and safety issues or concerns. No issues were raised. The Headteacher advised that one or two matters would be addressed over the summer recess.

b) Child Protection and Safeguarding Policy

At the previous meeting, governors had been advised that the school had been advised of some updates in a newsletter. The Headteacher confirmed that these have been incorporated in the Policy. Upon the recommendation of the Safeguarding Governor, governors unanimously agreed the Safeguarding Policy.

A governor asked that the Safeguarding Policy be published on the school's website.

Action: HT to arrange for the Safeguarding/Child Protection Policy to be uploaded to the school's website.

c) Single Central Register

Two governors (JC-W/TM? and AC) had completed random inspections of the SCR since the last meeting and reported that there had been no issues or concerns.

KB and JD undertook to complete the next inspections of the SCR to ensure that all new staff have been included, their references have been obtained and employability checks completed.

Action: KB and JD to complete inspections of the SCR early in term 1 and report to governors at the next meeting.

d) Health & Safety Site Inspection Report #3 of 3 per Annum (AC)

The Health & Safety Governor confirmed that a site inspection had been completed, the report would be uploaded to KLZ.

Action: H&S Governor to upload H&S Site Inspection report to KLZ.

10. Policies for Review

a) Home/School Agreement (JE)

The Headteacher advised that the Home School Agreement (HSA) had been included in the new parents' pack of information for this year. He stated that this would be the last year that the HSA is provided to parents as the

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document would be scrapped. A governor expressed the view that the document outlined clear expectations of parents and asked if those expectations were published elsewhere. The Headteacher advised that the school's expectations were explained by the class teacher during home visits, in addition they were detailed in the school's prospectus. A governor asked if parents do sign copies and return them to the school. The Year R teacher/Staff Governor advised that they do not.

Governors were of the view that if the expectations were threaded into the messages given by the school and the document could not be enforced, they agreed, in principle, that the document was no longer serving a purpose and could be scrapped. The reviewing governor was asked to check that the key messages in the HSA have been included in the prospectus and that none of the messages in the HSA would be lost.

Action: JE to check that the key messages in the HSA have been included in the school's prospectus to ensure that none of them will be lost.

b) Pay & Reward Policy (RK)

Governors were advised that the Pay & Reward Policy was based on the Schools' Personnel Service's approved policy and that there have been no material changes to the Policy. Upon the recommendation of the Lead Reviewer, governors unanimously agreed the Pay & Reward Policy.

c) Physical Education Policy (KB)

The Lead Reviewer had asked that typographical errors be corrected within the Policy by the school. Subject to the corrections, she commended the PE Policy for governors' approval. Governors unanimously agreed the PE Policy which would be reviewed in term 6 2019.

d) Accessibility Plan (JD)

The Lead Reviewer had noted that the Accessibility Plan was specifically tailored to the needs of the children in the school at the time. The Headteacher confirmed that the Plan had been based on the diagnoses of children in the school and that the SENCo had checked the Plan to ensure that everyone was covered. Apart from that, there have been no material changes to the Plan which had been based on a template model adapted for use by the school. Governors unanimously agreed the Accessibility Plan which would be reviewed annually.

e) Freedom of Information Policy (JEB)

Carried forward to the next meeting.

Action: JEB to review the FOI Policy and make his recommendation to the GB for approval at the term 1 meeting.

11. Potential Collaboration Arrangements/Academisation

A meeting had been arranged for the 17th July at 9.00 a.m.

12. Governance

a) Annual Review of the Governing Board's Performance and Procedures

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On behalf of the Governing Board, the Chair had written the Annual Statement of Governance which outlined the Governing Board's performance over the past year.

b) Review of the 5-Year Strategic Plan

The Five Year Strategic Plan had been reviewed, updated and shared with governors.

c) Annual Statement of Governance

The Chair had prepared a draft Annual Statement of Governance for governors' input. Following a discussion and contributions from governors, the document was edited, finalised and agreed by governors. The Chair to provide the school and Clerk with the finalised version of the Statement of Governance (to include governors' attendance for the year); the Headteacher to arrange for the document to be published on the school's website.

Action: Chair to provide the Clerk and HT with the finalised version of the Annual Statement of Governance for 2016/17; HT to arrange for the document to be published on the school's website. Clerk to file a copy with the minutes for the meeting.

13. Finance Report (RK)

a) Latest Budget Monitoring

The Finance Governor (RK) verbally reported on the latest budget monitoring. Of note, I03, High Needs Funding, income was higher than the original budget forecast as a result of changes to the number of pupils who qualify for funding. E25, Catering Supplies costs were less than had originally been anticipated due to the supplier not taking the direct debit as expected. However, this had now been requested and paid.

The current predicted in-year deficit was -£42,028, with a current forecasted rollover figure of £12,188, against the original forecasted figure of £10,816.

The Headteacher advised that the school will receive £1,200 funding for two students from Christ Church. He added that the school was working hard to achieve savings. The Parent Teacher Association funds pay for the school's mini buses. The school fayre had raised £2k. The PTA had also paid for parasols for the picnic tables. The school was investigating sponsorship for a new mini bus.

b) Asset Register

The Headteacher advised that the asset register software had been updated. The Finance Governor (RK) undertook to complete an inspection of the Asset Register and report to governors at the next meeting.

Action: Finance Governors (RK/MB) to complete an inspection of the asset register and report to governors at the next meeting.

14. Governor Training

a) Reports of Training Undertaken

The T&D Governor had prepared an annual record of governors' training had been circulated to governors in advance of the meeting.

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RK had completed Parental Complaints training. He advised that the guidance from 2016 was still current, this was based on legislation which dated back to 2002. The first stage of the procedure is that an informal resolution to a complaint should be sought before escalation. During the training, delegates had been advised that there had been an increase in complaints as a result of social media.

HL had attended the District Governors' Briefing. She advised that the briefing had covered the role of the Local Authority in converting to an academy, the change in roles of governors who become Trustees. A report had been written and would be shared with governors.

Actions: RK and HL to provide written reports following attendance at training and briefing and share with governors at the term 1 meeting.

Following reports of governors experiencing difficulties accessing the Governors' E-Learning portal, the Chair undertook to liaise with the school office to try to resolve these issues.

Action: CoG to liaise with school office to enable governors' continued access to GEL.

b) Identified Training and Development Priorities

The T&D Governor advised that she would be getting in touch with governors reference training requests. Governors should consider taking on training as part of the wider governor role e.g. safeguarding.

15. Correspondence

The following publications had been shared with governors via KLZ:

- Governor Services Termly Bulletins for May and June 2017
- Quarterly Update from the Diocese

16. Any Other Urgent Business

None.

17. Confidentiality

A matter discussed at minute 7, Headteacher's Report a) was deemed to be of a sensitive nature and has been recorded within the confidential minutes for the meeting.

18. Dates and Times of Future Meetings

The dates and times of future meetings were agreed, as follows (all with 1.00 p.m. start times):

- Term 1 – Monday, 2nd October 2017
- Term 2 – Monday, 20th November 2017
- Term 3 – Monday, 15th January 2018
- Term 4 – Monday, 12th March 2018
- Term 5 – Monday, 21st May 2018
- Term 6 – Monday, 9th July 2018

The meeting concluded at 3.06 p.m.

Signature: (Chair) 2nd October 2017

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