

BOUGHTON-UNDER-BLEAN & DUNKIRK (METHODIST VOLUNTARY CONTROLLED) PRIMARY SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD AT THE SCHOOL ON MONDAY, 21ST NOVEMBER 2016 AT 1 p.m.

PRESENT:

Mrs K Bachelard	Mr M Baybutt
Mr J Bennett	Dr. J Boyle (Chair)
Mrs J Collett-White	Mrs J Dawes
Mrs J Everingham	Miss S Holness
Mr R Kerrell	Mrs T Mayne
Mr S Way (Headteacher)	

IN ATTENDANCE:

Mrs D Stryzyk (Clerk)
Mr D Warner (Maths Subject Leader) for minute 10 f)

1. Quorum

The meeting was established as quorate.

2. Apologies for Absence

Apologies for their absence had been received from Mr A Cummins (sickness at work-place, having to cover absent staff) and Reverend H Letley (appointment in London with daughter). The governors' apologies were accepted.

3. Governing Board Membership

a) Foundation Governor

Governors extended a warm welcome to Mrs Joy Everingham whose appointment as a Foundation Governor for the school had been ratified by the Methodist Circuit. Her term of office was effective from the 18th October 2016 to the 17th October 2020.

b) Staff Governor

Governors also extended a warm welcome to Miss Samantha Holness who had been elected Staff Governor for the school. Her term of office was effective from the 17th October 2016 for a period of two years.

4. Election of Vice Chair of Governors

Mr M Baybutt and Mrs J Dawes had both been nominated prior to the previous meeting of the governing board. Both governors had been asked to provide a statement in support of their nominations. Since the last meeting, Mrs J Dawes had withdrawn from the election process.

The Chair sought Mr Baybutt's preparedness to stand for the position of Vice Chair. Mr Baybutt indicated his willingness to stand. The Chair invited Mr Baybutt to leave the meeting whilst a vote was conducted. Governors voted unanimously in favour of electing Mr Baybutt as Vice Chair of Governors. Mr Baybutt returned to the meeting.

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5. Declaration of Business Interests

a) Annual Update of Business Interest Forms

RK and SH completed the annual update of their business interest forms.

b) Opportunity to Declare

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

c) Governors' Information for Publication on the School's Website

The Headteacher undertook to upload governors' information regarding their roles, responsibilities and business interests on the school's website.

d) Educare Database

The Headteacher advised that he would also arrange for governors' information to be recorded on the DfE's Educare Database.

Action: HT to arrange for governors' roles, responsibilities and business interests to be published on the school's website and for the DfE's Educare Database to be updated with governors' information.

e) Pen Profiles

The Chair asked the new governors (JE/SH) to provide the school with a pen profile for inclusion on the school's website.

Action: JE and SH to provide the Chair/School with their pen profiles.

6. Disclosure and Barring Service Checks

Governors received confirmation that all governors currently have an enhanced Disclosure and Barring Service check. JE had provided the school with information for her check to be completed.

7. Terms of Reference and Standing Orders 2016/17

The Clerk had amended the TORs and SOs as discussed and agreed at the previous meeting. The final documents were available on KLZ.

8. Minutes of the Meeting held on the 10th October 2016

The minutes of the previous meeting held on the 10th October 2016 were agreed as a true record and signed on behalf of the governors by the Chair.

9. Matters Arising from the Meeting (not included upon the agenda)

None, all matters were covered by the agenda for the meeting.

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10. Headteacher's Report

The Headteacher's report had been available for governors in advance of the meeting. He was invited to update governors and expand on any matters contained within his report.

a) Staffing

Staffing Update

The Headteacher advised that a member of staff who had been providing 1:1 support for a child had decided to leave the school to take up another job. Interviews for her replacement would take place later in the week. The successful candidate would be given a fixed term temporary contract until the end of July 2017, because another member of staff was currently on maternity leave and would return to the school in September 2017.

Teaching Staff's Appraisals

The Headteacher confirmed that staff's appraisals had been conducted and targets set. The appraisals had involved members of the Senior Leadership team. Staff have been given objectives aligned to teaching and learning outcomes and an additional personal target in respect of their wider contribution to the school. Where objectives have been identified, these were already being implemented, e.g. the staff well-being team had introduced initiatives.

Continuing Professional Development

The staff were due to receive Makaton training early in term 3. The Staff Governor stated that the training was needed as increasingly a higher proportion of pupils are entering the school in Year R who have speech and language, understanding and communication needs. The aim was to reduce the amount of talking by staff to allow children time to process information. The Headteacher advised that similar concerns have been raised at other schools, it was a wider issue. A governor had noted that staff used to do signing in assemblies and asked if the practise continued. The Staff Governor confirmed that it would, there would be an agreed set of actions to ensure consistency. A governor asked if the need to improve verbal communication and understanding was evident throughout the school. The Headteacher responded that there were two or three children currently in Year 1 who would benefit from the initiative which could then be rolled out across the school. A governor asked how the school intended to increase children's ability to verbalise and understand. The Headteacher responded that it fits in with the existing Speech and Language Therapy (SALT) provision. The Staff Governor (Year R teacher) advised that 6/30 children in her class had need of the support. She recognised that the school needed to do more to bring children up to speed and, in some cases, the children's needs should have been identified in their nursery settings.

The governors were advised that the Staff Governor/KS1 Leader had completed her National Professional Qualification for Middle Leadership. The Headteacher stated that the member of staff was now part of the Senior Leadership Team and perhaps should have completed the National Professional Qualification for Senior Leadership, but at the time she started the course she was not part of the SLT and was aspiring to middle leadership. The Staff Governor advised that she will hear whether she had achieved the qualification in January.

b) Teaching, Learning and Assessment

The Headteacher advised that the school's focus had been on pedagogy. Teachers have been asked for five strands of questioning to be used in class (teachers' questioning was very good in the school) and the teaching staff have enjoyed trying something new in class. The Headteacher added that a different area of pedagogy will

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be introduced each term. The Headteacher and subject leaders had seen questioning in action; teachers asking children to respond to questions and answering in order to prompt discussion and encourage thinking skills.

Progress

The Headteacher advised that assessments would be conducted in the next couple of weeks. Progress would be reported to governors at the term 3 meeting. The Headteacher advised that following last year's results the school needed to introduce a similar test to establish a benchmark (to determine how many children are on track to meet the age expected standard) and provide the school with an opportunity to demonstrate independent learning. The results of the tests would also enable the school to complete gap analyses to identify where there are gaps in children's knowledge and plug them. Schools are required to diminish the difference between disadvantaged and non-disadvantaged pupils. The Clerk advised that disadvantaged pupils will be measured against other disadvantaged pupils nationally. A governor enquired whether the tests will be sat by children across the school. The Staff Governor confirmed that children will be tested from Years 1 to 6; there would also be a test in the Early Years Foundation Stage (EYFS).

2015/16 Outcomes

The Headteacher advised that the RAISEonline report and summary would also be shared with governors in advance of the term 3 meeting. The Headteacher stated that governors should note that the data was historical. The school will investigate whether the issues arising from the data were cohort specific or if any trends were developing. The headline was that the end of KS2 results show that those pupils who performed at the higher levels in KS1 performed really well in the KS2 SATs for attainment and progress.

Action: HT to report to governors on pupils' progress across the autumn term and share details of the school's outcomes (ROL) in respect of the EYFS, Year 1 Phonics Screening, Years 2 and 6 Standard Assessment Test outcomes at the next meeting.

c) Leadership & Management

Library

The Headteacher advised that the library was in the process of being developed. The school was awaiting delivery of one or two pieces of furniture and drapes. The Literacy Leader's vision was coming to fruition. A governor referred to the previous meeting which had been attended by the Literacy Leader; it had been suggested that the school may wish to consider donations. The Headteacher advised that the school was well resourced for books which were now in the library.

Collaboration

A governor asked about the Gifted and Talented Maths Competition. The Headteacher advised that there were a lot of initiatives going on. The team from Boughton had performed particularly well winning the team event in the Maths Competition, which included pupils from St. Peter's, Lorenden and Kent College. In addition, two children won the pairs event. As a result of the school's performance, representatives from the Methodist Schools' Collaboration had visited the school to see the school's Maths provision for the more able pupils and met with the Maths Subject Leader.

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Annual SEND Report

The Chair invited governors' questions arising from the report.

It was noted by the SEN Governor that 'the Inclusion Leader attends all termly pupil progress meetings and carries out observations on teaching assistants. In addition, she meets with the Headteacher and updates the SEN Governor to ensure that all relevant procedures are in place and that points from the Ofsted report are being addressed'. The SEN Governor agreed to arrange to meet with the Inclusion Leader to discuss the report.

Action: SEND Governor to arrange to meet with the Inclusion Manager and share her monitoring visit report at the next meeting.

A governor referred to page 6 of the report and noted that the Inclusion Manager had identified that the proportion of SEN pupils meeting the age expected standard in Maths was lower than the school's average for all pupils. The governor asked what measures the school was putting into place to address the issue. The Headteacher explained that the interventions the school deploys tends to be language based (for ASD – Autism Spectrum Disorder) to support their literacy work. He acknowledged that there was scope to improve what was done with maths. He continued, within pupil progress meetings, staff will discuss what support is needed to be put into place. The Headteacher reminded governors that in order for a child to be on the SEN register, they have to be in receipt of interventions from an outside agency, which makes it tricky for the school. The Headteacher assured governors that the school was looking at the provision as a whole to ensure that Maths does not get left behind.

A governor asked that an explanation of acronyms is given in future reports to governors.

A governor referred to the percentage of KS2 SEN pupils on track to meet the age expected standard in Science (School 20%, LA 45% and National 43%), which was also significantly lower. The Headteacher explained that five of the pupils have significant issues and it was those children who were nowhere near the age expected standard; only one of the children was able to access the curriculum. The school was assessing their Science knowledge. He continued, within pupil progress meetings staff were more focused on SEN children (previously every child had been discussed with the class teacher and Inclusion Manager).

School Roof

The Headteacher advised that the Local Authority had advised the school that LA funds were available to remedy the issue with the school roof. The Headteacher had been advised that the funding would have to be spent before the end of the financial year (end of March 2017). The plan was for a new roof with skylights to be fitted over the existing roof. The work was scheduled to be completed before the end of February and would last approximately four weeks.

d) Personal Development, Behaviour & Well-being

A governor raised an issue detailed in the Headteacher's Report and asked whether the Year 5 child who had been collected from the residential visit was as a result of a behavioural incident. The Headteacher confirmed that it was, the school's response had been measured and prompt. The school was liaising with the child's parents as part of a wider issue.

The Parent Teacher Friends Association's plans were going well and dates for Christmas events have been scheduled.

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The Headteacher advised that there had been four exclusions (eight sessions missed). He explained that there were two children in the school who had wider, challenging issues, who cause the school problems in the way the issues are resolved. Unfortunately as a last resort, one of the children had to be excluded for two days followed by an internal exclusion (the child spent time with the Headteacher). The Headteacher advised that the staff were doing everything possible to manage the children's behaviour. A governor enquired how the child(ren) are reintegrated after an exclusion, was there a reintegration plan in place. The Headteacher confirmed that there was a plan (one of the children was a Year R child).

Attendance

Attendance to the 11th November was at 97.4% which was outstanding. The Golden Term Attendance competition had been set for each term. An event (film showing) had been planned for the end of term if the school's target is achieved. A governor enquired what happens if the school's target is not achieved. The Headteacher responded that the school would review its plans.

A governor referred to the unauthorised absence for holidays. The Headteacher explained that all holiday requests are unauthorised.

There had been no reported racial incidents.

e) Statutory Inspection of Anglican and Methodist Schools

The Headteacher referred governors to his report.

Mr D Warner joined the meeting at 2 p.m.

f) Mathematics Subject Leader – Update on Plans for Mathematics

The governors extended a warm welcome to the Maths Subject Leader. He was invited to update governors on his plans for Mathematics.

The Maths Leader explained that he had completed an evaluation of where the school was last year and compared it to now, which had included a review of the plan and use of Arithmetic (the school's strongest area of maths). The plan needed to ensure the use of mastery and how to increase the proportion of children achieving at the greater depth standard. An audit of the school's Maths resources had been completed and shared with teachers. He added that he was pleased to note that staff were using resources to bring on children's reasoning skills.

The Maths Leader explained that last year's results had informed this year's plan which was focused on how the school can track progress. The profile of the quality of maths teaching and learning was good, but this had not been reflected in the school's data outcomes. The Maths Leader stated that he was keen to ensure that every element of progress is being tracked. The school was continuing to build on what had been achieved last year. Assessments regarding arithmetic, reasoning and times tables have been scheduled to enable the school to assess what measures are having an impact. Termly assessments (three a year) would begin during week commencing 28th November. Governors were advised that there were many different methods for assessment, the school had opted for an assessment system that would provide staff with standardised scores (children would be given a standardised score at the end of the year). Assessments would also highlight any gaps for the school to focus on.

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The Maths Subject Leader advised that the school performed particularly well in arithmetic, however, the school had identified that the area for the school to work on was reasoning style questions. The school aimed to develop children's skills to enable them to answer those types of multi-stage reasoning questions. The school was working with other schools in the collaboration whose pupils have good reasoning skills to share and develop practice.

The Maths Subject Leader advised that one of the plan's objectives was looking at manipulatives and resources in the school, to plan ahead to discover what is needed to support the learning.

In response to a governor's question, the Headteacher stated that the new National Curriculum is prescriptive on what is taught; children working at greater depth are given opportunities to use and apply their maths skills in different contexts. The Maths Subject Leader advised that lots of activities relating to Maths at Greater depth had been shared with colleagues in the Methodist Collaboration. Parent workshops have been held; the school would look to extend these opportunities for parents.

The Maths Subject Leader thanked the Headteacher and governors for providing subject leaders with opportunities to have focused time on their subject areas. Governors thanked the Maths Leader for taking the time to share his plans with governors.

The Maths Subject Leader left the meeting at 2.20 p.m.

11. 2016/17 School Plan and Self Evaluation Form (SEF)

a) SEF 2016/17

The SEF had been shared with governors in advance of the meeting. The governors were reminded that the SEF is the document which is used by the Headteacher, Local Authority and governors to evaluate where the school is currently. The document was also useful for Ofsted. The Headteacher considered whether there was any value in maintaining a SEF as the school was not in the Ofsted Inspection window. It was felt that the SEF enabled the school to be reflective and it was good practice to have one. The SEF informs the priorities detailed in the School Plan and has input from the Headteacher, staff and governors. The Chair sought governors' questions arising from the document.

A governor referred to the parent survey on page 6, 23% of parents had responded that they did not know that the school deals effectively with bullying and asked why. The Headteacher advised that this was because their child or they had never experienced an issue with bullying, which was a good thing. Governors recognised that there were good anti-bullying initiatives happening in the school. The Headteacher explained that the school had introduced Anti-bullying Ambassadors, volunteers for playground patrol; 40 KS2 children had applied. Governors acknowledged that it demonstrated the children have a good awareness. A governor stated that during previous discussions with children they had stated that wished to be more involved and this provided them with a good opportunity.

A governor referred to the quality of teaching in the school section of the SEF, bullet point #9, detailed that 'Lessons graded below Good result in a repeat lesson observation within five days by another member of the SLT. The Headteacher would then carry out a further observation with an expectation that a Good lesson will be seen. If not formal procedure are started'; the governor asked that Headteacher to expand on this. The Headteacher explained that areas for development would be shared with the teacher, it would be followed up with another member of the Senior Leadership Team who would work with the member of staff to produce a lesson and he would then complete a further observation.

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Governors welcomed that the profile of quality of teaching had improved over the three years; currently with no Requiring Improvement teaching.

Governors approved the SEF.

b) Updates Against 2016/17 School Plan Objectives

The Headteacher referred to the updated School Plan on KLZ.

A governor referred to the Early Years Foundation Stage and noted that the section for EYFS had not been updated. The Headteacher explained that actions relate to term 2. The objectives for the EYFS were limited to just five points.

A governor enquired whether staff have had an opportunity to contribute to the priorities. The Headteacher advised that the School Plan objectives are discussed with staff during Senior Leadership Team and the Plan is updated as a team. He added, the Plan is consistently reviewed.

c) Governors' Monitoring Visit Reports Aligned to 2016/17 School Plan

i) Safeguarding (TM)

The Safeguarding Governor's monitoring was via the Safeguarding Self Review Tool Part I which had been uploaded to KLZ. The Safeguarding Governor advised that the review highlights areas of safeguarding which are reviewed annually and evidenced. She referred governors to the last page which detailed the following action points:

- Domestic Abuse Referral Policy (HT/DHT)
- Governor Annual Review Report to be drawn up (Safeguarding Governor)
- Whole school E-Safety training (HT/DHT)
- Safeguarding Policy updated to reflect the new guidelines (DHT/FLO)
- Intimate Care Policy (HT)

Governors asked that they receive an update against the identified actions at the term 4 meeting.

Action: Safeguarding Governor to update governors at the term 4 ref. the action points highlighted from the review completed during term 2.

The Safeguarding Governor explained that the school should prepare in the event that a member of staff receives a report of domestic abuse. She recommended that the school introduce a Domestic Abuse Policy to enable staff to refer to for guidance. The Headteacher and Family Liaison Officer would draw up a Policy by the end of term 2. A governor enquired whether the procedures and arrangements for domestic abuse referrals could be incorporated within one of the school's existing safeguarding policies and procedures. The Safeguarding Governor responded that guidance for staff was needed. A governor suggested that the school should decide which Policy would be the default policy. The Headteacher explained that most policies are based on KCC or NSPCC template policies.

The Headteacher referred to the need for an Intimate Care Policy which had been identified as a need. The Policy would meet the needs of the child as well as staff who have a duty of care. The Headteacher advised that the Policy would be available for governors to agree at the term 3 meeting.

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Action: Domestic Abuse Referral and Intimate Care Policies to be included upon the agenda for governors to approve at the term 3 meeting.

The governors were advised that Child Protection training will be delivered to all staff and volunteers at the beginning of term 3, on the 3rd January 2017. Governors, who are also volunteers, and new governors were also welcomed to attend the training.

Action: HT to advise governors the date and time of the Child Protection training and advise governors. Governors who are also volunteers and new governors urged to attend.

The governors had signed to confirm that they had received and read the Keeping Children Safe in Education Guidance at the term 1 meeting.

A governor asked about Part II of the Safeguarding Self Review Toolkit. The Safeguarding Governor advised that Part II had been completed and would be shared with governors at the term 3 meeting.

Action: Safeguarding Governor (TM) to upload Part II of the Safeguarding Self Review Toolkit to KLZ. Clerk to include upon the agenda for the term 3 meeting.

12. Headteacher's Performance Appraisal

Governors received confirmation that Headteacher's Performance Appraisal Panel had met with the external advisor in respect of the Headteacher's performance appraisal. Targets had been set for the year.

13. Finance Report (MB/RK)

a) Budget Monitoring

The six month budget report had been shared with governors at the previous meeting and agreed. The Finance Governors explained that the October budget monitoring report had only been received by them earlier in the day. The governors undertook to share the budget monitoring report at the next meeting along with the nine month budget monitoring report, which would require governing board approval.

Action: Seven and Nine Month Budget Monitoring Reports to be shared with governors at the term 3 meeting. Clerk to agenda.

The Finance Governors explained that there was an issue between the school and KCC's Financial Services. It was recognised that KCC's SFS was providing a service to the school. The Headteacher advised that he had met with the Manager from Financial Service during the previous week to iron out confusion about who does what. Governors stated that dates for finance monitoring need to tie in with dates of governing board meetings.

The Finance Governors advised that the predicted rollover was looking positive.

The Chair of Governors requested that as reports are received by the Finance Pair, they are posted onto KLZ within the next available meeting folders.

Action: Finance Pair to upload financial reports and information to KLZ in the next available meeting folders.

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14. 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. None were raised.

b) Annual Safeguarding Report

Discussed at minute 11 c) i) above.

c) Safeguarding Policy

Governors were aware that a new Safeguarding Policy template (September 2016) had been uploaded to KELSİ. The updated Safeguarding Policy would be emailed to governors for approval and the minutes of the term 3 meeting would formally record governors' approval to the Safeguarding Policy.

Action: HT to email the updated Safeguarding Policy to governors for their approval. Clerk to include upon the agenda for the term 3 meeting for the minutes to record governors' formal approval to the Policy.

d) Single Central Register

JC-W undertook to conduct an inspection of the Single Central Register before the next meeting.

Action: JC-W to complete an inspection of the SCR and update governors at the next meeting.

15. Policies for Review

The following policies were ratified by the governing board upon the recommendations of the lead reviewers:

- a) Data Protection Policy (AC)
- b) SEND Policy (KB) – a broken link had been advised to the school. SEND Policy to be uploaded to the school's website
- c) Staff Disciplinary Policy (JB)
- d) Teaching & Learning Policy (JC-W)
- e) Prospectus (HL) – the Headteacher advised that he had met with the lead reviewer and revisions had been made to the Prospectus. A governor asked if the Prospectus could be displayed more prominently on the school's website.

Action: HT to arrange for the SEND Policy to be uploaded to the school's website and consider displaying the Prospectus prominently on the school's website.

A governor asked as to the level of interest from prospective Year R parents. The Headteacher advised 15 families had attended the information evening. Parents have requested visits to the school. The deadline for application was January 2017. The Headteacher advised that the school remained the natural choice for families who reside in the communities of Boughton and Dunkirk. The Staff Governor added that she works with local nurseries. Governors urged the school to consider engaging more with parents of nursery children.

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16. Governor Training and Development

a) Reports of Training Undertaken

KB and JB had attended an Assessment Without Levels training course. Their report was available on KLZ.

TM advised that she had recently changed her job. She would try to obtain her certificates of training completed through her previous employer which were relevant to her Safeguarding Governor role.

b) Identified Training and Development Priorities

Governors discussed their training and development priorities to reflect gaps in their collective skills and expertise and school priorities Identified training and development priorities to reflect gaps in governors' collective skills and expertise and school priorities.

JEB advised that he was scheduled to attend Narrowing the Gap training in two days' time.

17. Correspondence

The following documents and guidance had been uploaded to KLZ:

- Diocesan Quarterly Newsletter
- Implementing Your School's Approach to Pay
- School Inspection Handbooks for Section 5 and Section 8 Inspections
- Primary School Accountability in 2016

The Chair had taken the delivery of the Autumn 2016 Governor Briefing Notes, she undertook to distribute the magazine to governors at the next meeting.

Action: CoG to provide governors with the Autumn 2016 Briefing Notes at the next meeting.

The Chair sought governors' confirmation that they were receiving Kent Governor emails and the school's weekly newsletters. Governors confirmed that they were receiving regular KCC emails and newsletters from the school.

18. Any Other Urgent Business

- A governor enquired how many Year 6 pupils had passed the Kent Test. The Headteacher advised that of the 21 children who had sat the test, eight had passed. The school was pleased with the outcomes which were in line with the school's expectations.
- A governor undertook to arrange the annual staff/governor Christmas get-together. She undertook to notify governors when the event would take place.
- The Headteacher referred to the school's newsletters which provided details of upcoming events to which governors were invited, these included:
 - KS1 Nativity on the 7th and 8th December at 2 p.m. (dress rehearsal on the 5th December)
 - KS2 Carol Service on the 15th December at 2 p.m.
 - Christmas Fayre on the 9th December at 3 p.m.
 - Community Carols on the 12th December (at the school) 2 p.m. to 3 p.m.
 - Community Carols at St. Barnabas on the 19th December from 6 p.m. to 7 p.m.

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19. Confidentiality

No matters were deemed to be of a confidential nature.

20. Dates and Times of Future Meetings

The dates of future meetings were confirmed as follows (all with 1 p.m. start times):

- Term 3 – Monday, 16th January 2017
- Term 4 – Monday, 13th March 2017
- Term 5 – Monday, 15th May 2017
- Term 6 – Monday, 10th July 2017

The meeting concluded at 3.06 p.m.

Signature: (Chair)
16th January 2017

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