

**BOUGHTON-UNDER-BLEAN & DUNKIRK (Methodist Voluntary Controlled) PRIMARY SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD ON MONDAY, 14TH JANUARY 2019 AT 1.00 p.m.**

PRESENT:

Mrs K Bachelard	Mr M Baybutt
Mr J Bennett	Mrs C Clayson (Associate)
Mrs J Collett-White (Acting Chair)	Reverend J Everingham
Dr. J Perkins (from 1.25 p.m.)	Mr D Warner
Mr S Way (Headteacher)	

IN ATTENDANCE: Mrs J Cottenden (Acting Head of School)
Mrs D Stryzyk (Clerk to the Governors)

1. Quorum

The meeting was established as quorate.

2. Apologies for Absence

Apologies for their absence had been received from Reverend E Aggrey-Ogoe (recuperating from surgery), Mrs N Brown (attending an in-school review), Mr R Kerrell (unwell) and Mrs T Mayne (work-related management meeting). The governors' apologies were accepted.

In the absence of the Chair of Governors (RK), the Vice Chair (JCW) assumed the Chair for the meeting (hereinafter referred to in the minutes as the 'Chair').

3. Governing Board Membership

a) Welcome Newly Elected Parent Governor

Item deferred pending arrival of newly elected parent governor.

b) New Governor Induction Pack

The Clerk confirmed that she had provided the newly elected parent governor with a governor induction pack. Dr. Perkins had returned his completed legal declaration and business interest forms to the Clerk. He had also signed to confirm his agreement to abide by the governors' code of conduct.

The school had confirmed receipt of Dr. Perkins' disclosure and barring service check.

c) In-School Governor Induction and Familiarisation

The Chair and newly elected parent and staff governors had yet to meet for in-school governor induction.

Action: CoG to meet with JP and DW for governor induction. New governors (JP/DW) to complete New Governor Induction training provided by the Local Authority.

d) Co-Opted Governor Vacancy

There remained a vacancy for a Co-opted governor.

Initials:

Page 1 of 13

e) Governing Board Membership Updates to LA and GIAS databases

Governors received confirmation from the Clerk that the LA and GIAS databases had been updated with the details of the new governor appointments and the reappointment of Mrs Clayson.

The Chair asked that governors (JP/CC/NB) provide the school with their pen profiles for inclusion on the governor pages of the school's website.

Action: JP/CC/NB to provide the school with their pen profiles for inclusion on the governor pages of the school's website.

4. Declaration of Business Interests

a) Opportunity to Declare

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

b) Annual Update to Business Interest Form and Legal Declaration

The Clerk undertook to email Reverend Everingham the relevant forms for her to complete and return to the Clerk in respect of her business interests and legal declaration.

Action: Clerk to email JE Legal Declaration and Business Interest forms. JE to complete and return to the Clerk before the next meeting.

5. Minutes of the Meeting held on the 19th November 2018

The minutes of the previous meeting held on the 19th November 2018 were agreed as a true record and signed on behalf of the governors by the Chair.

6. Matters Arising from the Minutes

a) General Data Protection Regulations in Schools (GDPRiS)

The Acting Head of School (AHoS) advised that she had sought clarification on her dual role as the designated Data Protection Officer and as a Designated Safeguarding Lead regarding any potential conflicts of interests. She had been advised that as she was not the school's Lead DSL and there were others in the school who were also DSLs, there was no conflicts of interest. If there was a safeguarding incident, she would be able to step back and leave others to take over the concern.

A governor asked who the school's DSL's were. The AHoS advised in addition to herself, the Headteacher was the Lead DSL, along with the SENCo, Family Liaison Officer, the Key Stage 1 and 2 Leaders.

b) Annual Statement of Governance 2017/18

In the absence of the Chair, KB undertook to complete an evaluation of the impact of governance on the school over the last academic year and produce the Statement for 2017/18 in readiness for governors to receive and agree at the T4 meeting prior to publication on the school's website.

Initials:

Page 2 of 13

Action: KB to produce the Annual Statement of Governance for 2017/18 and share with governors at the T4 meeting for approval prior to the Statement being published on the school's website.

c) Link to Information on How to Interpret Analyse School Performance and Inspection Data Summary Reports

The link had been emailed to governors by NB post-last meeting.

Governors noted from the IDSR that there were no significant concerns and no areas to investigate, but that reading was the area where the school had performed less well. Governors acknowledged the 2018/19 School Improvement Plan already reflected the key messages in the school's performance data, particularly relating to Reading.

A governor noted that at the start of term 3, the school had allocated two days of activities to foster a love of reading by the pupils.

d) Timings of Full Governing Board Meetings/Financial Reporting

A Finance Governor explained that the dates of full governing board meetings were before the School's Financial Services officer was in school to prepare the statutory budget monitoring reports for governors' approval. Therefore, the nine month budget monitoring report would be shared with governors for approval at the T4 meeting.

The Clerk reminded governors that within the Terms of Reference and Standing Orders, the governing board had delegated the Finance/Budget Monitoring Pair the tasks of i) maintaining an up-to-date 'balanced' three year budget plan, which shows clear links to the 'School Improvement' and 'Staffing' plans, ii) to report monitoring and rollover to the full governing Board, highlighting any significant variances and iii) evaluating any virement recommendations and report these to the governing Board. Therefore, providing the Finance Pair were monitoring the budget, as described above (either meeting with SFS Officer or completing monitoring in person or remotely) within the prescribed financial timelines and reporting to governors along those lines, the reports and the governing board's approval of them may be undertaken at the next available full governing board meeting.

7. Correspondence

The following documents had been provided to governors via KLZ:

- Monthly Bulletin from Governor Services November 2018
- Admissions

The Clerk referred to information which had been provided to governors in respect of admissions arrangements. She explained that the Minister for Schools, Nick Gibb, had written to local authorities to request that schools be asked to consult on a revision to their admissions criteria after criterion #1 Looked After Children in England insert at #2 Looked After Children from outside of England. However, following feedback from schools which controlled their own admissions arrangements, the request had been placed in abeyance; pending a possible change to the Admissions Code to enable an equitable distribution of LAC pupils from outside of England across schools.

8. Headteacher's Report

The Headteacher's report had been shared with governors in advance of the meeting on KLZ.

a) Staffing Updates

The Headteacher advised that as part of the school's Lead partnership with Christ Church University, there were

Initials:

Page 3 of 13

four first year students and two third year students (who will be at the school until Easter). The AHoS was the lead mentor for all student teachers with the support of other teachers. Miss C Holmes will mentor the third year students. The student teachers were being deployed to benefit the school's children.

Dr. J Perkins arrived at 1.25 p.m.

A governor asked how much teaching time the students get. The Headteacher explained, the students in their final year will have up to 70% teaching time, the remaining time was allocated for planning, preparation and observing other teachers. The first year students initially work with small groups of children; by the end of the year they will get to do some whole class teaching.

Governors were advised that there were several members of staff who have completed student teacher mentor training or have requested to do so.

A governor enquired if the students were assigned to a class, so that they each have a different experience. The Headteacher replied one final year student was assigned to Year R and the other Year 3. The first year students were in Years 1, 2, 4 and 5; but not in Year 6. The AHoS added, this was due to the pressures to prepare for SATs in the Year 6 class.

b) Quality of Teaching, Learning and Assessment

The Headteacher referred to the Teaching and Learning Monitoring Timetable which had been posted on KLZ. As there was little turnover of staff, the school was focusing on development opportunities for staff to consistently build on what the school was doing. He reminded governors, last year the focus had been on Writing particularly for higher attaining pupils; now the school was introducing strategies for reading. The teaching staff were working at high levels; it was nonetheless important to hold them to account.

A governor stated, from speaking with staff, almost all have expressed that monitoring/observations within the school was supportive of their development. The staff and governors agreed and welcomed this. The AHoS added, by supporting staff it enabled them to take some risks, because there were opportunities for discussion, advice and encouragement from colleagues. It provided opportunities for a further observation which could override to right any previous wrongs. The Headteacher added, when senior leaders go into the classrooms, they know almost immediately the quality of teaching and learning. He added, the AHoS would be conducting lesson observations this term.

Governors indicated that they would welcome opportunities to visit the classes, to see what they had been told in action. The Headteacher advised that the QLTA monitoring pair of governors had shadowed him during the monitoring of lessons to observe the monitoring process. It was made clear, and governors understood, they were not qualified to make judgements on the quality of teaching. The Headteacher indicated that governors were welcome to visit the school and would take them on a learning walk. The AHoS suggested that it would be useful to have conversations to understand the context. The Headteacher stated that it would be interesting for governors to be able to see consistency around the school.

It was agreed that the Vice Chair would liaise with the Headteacher to arrange dates and times for governors to visit the school for learning walks and share details with governor colleagues.

Action: JCW to liaise with the HT to schedule in governor visits/learning walks during terms 3 and 4. Dates and times to be shared with governors.

Initials:

Page 4 of 13

c) Parent Teacher Friends Association (PTFA)

The Headteacher advised the school's Christmas Fayre had been very successful and had raised £1k. There was a very effective group of parents currently running the PTFA who were taking a proactive lead in fundraising for the school. PTFA members were parents of children at the lower end of the school; it was hoped they would have a long association with the PTFA.

The Headteacher explained staff may complete a bid and submit this to the PTFA for funding.

d) Collaboration

The Headteacher advised the Faversham Collaboration of Headteachers was due to meet the following day.

Moderation had been completed which had been a useful activity from the school's perspective, however, the teachers tended not to find it overly useful because moderations also took place in school. It was view of the Local Authority and Ofsted that it was good for the school to benchmark itself against other schools.

The AHoS explained staff take a cross-section of children's work to be moderated. Teachers pair up and have discussions about pieces of work and look for evidence that criteria have been met. The advantage was that staff obtain exemplar pieces of work. The Headteacher added, the views were subjective, for example consideration was given as to how many times a child must produce a piece of work at a certain level.

A governor reflected, what the Boughton staff were discovering was that the good practice in the school was bearing fruit. The AHoS agreed with the governor's observation; the staff were confident in their assessments and judgements. Governors welcomed that moderation was validation of what the school was doing.

The AHoS explained, staff very carefully choose the examples of work which are taken to moderation. They may also take work belonging to borderline pupils to seek verification through the assessment discussions. The Staff Governor added, it was useful for any staff who have recently changed year groups.

The Headteacher explained that children's work was internally and externally moderated; the staff's assessments were accurate erring on the side of caution. The teachers were assured and confident in what they are doing. The AHoS added, moderations were upskilling teachers and giving them conviction to have those conversations with colleagues in other schools.

A governor enquired how work examples were mapped to outcomes in a meaningful way and do they correlate with the data. The Headteacher answered, that had shifted over the past couple of years, because when work is moderated at county level there is a real focus on ensuring independent learning. Children should not come to rely on support from staff. Children were encouraged to self-edit their work. In addition, the expectations in primary schools had risen; the Greater Depth standard for a Year 6 pupil was exceptional. Greater Depth was attained by those children who were talented writers and avid readers, who have good vocabulary and enjoy exploring language which cannot always be taught. He cited an example, a couple of years ago, one child had achieved the Greater Depth Standard, but a further five had secured places at grammar schools.

The school wished to build resilient learning with an all-round experience. Governors were glad to note the school's position. The Headteacher stated feedback and marking was time consuming, staff have discussed this and looked at ways to reduce the amount of work teachers do, but other teachers were reluctant to change their practice, because they see the impact of it. The school would ensure that whatever is introduced at BAD that it fits in with the staff and the children.

A governor asked if there were any training opportunities for staff being brokered through the Collaboration. The Staff Governor advised that there had not been any Maths or English Collaboration meetings this year, which were

Initials:

Page 5 of 13

usually very useful. The Headteacher explained there had been a lot of leadership and staff changes so training had not happened.

e) Personal Development, Behaviour and Well-being

i) Attendance

The Headteacher referred to the separate Attendance Report on KLZ. Attendance as at the 18th December was 96.4% (slightly lower than for the same period last year by 0.2%). The number of persistent absentees (attendance below 90%) was nine children, children with lower attendance (below 85%) was five. If persistent absentee children were to be removed from the school's attendance data, overall attendance would be at 97.6%.

The Headteacher advised that the child with severe special education needs had finally been placed by KCC in a specialist provision suited to his needs. From the 7th January he would be off-rolled. Governors were advised that the child had not attended school since May 2018. The child had been included in the attendance data reported above.

The Headteacher reported that there had been a reduction in term time requests for holidays from September 2018. The FLO was tracking attendance. There had been no penalty notices issued for holidays, but the threat of these appear to have made a difference. The appendix to the report detailed that unauthorised holidays had reduced year on year:

- For the period September to December 2015, 102 sessions had been missed through unauthorised holidays.
- For the period September to December 2016 there had been 139 sessions missed through unauthorised holidays.
- For the period September to December 2017, 94 sessions had been missed.
- For the period September to December 2018, the number had reduced to 52 sessions were missed through unauthorised holidays.

ii) Exclusions

There had been no exclusions since the last Headteacher's report to governors.

iii) Racial Incidents

There had been no reported racial incidents since the last report to governors.

f) Leadership & Management

The Headteacher advised that there was open and honest dialogue in Senior Leadership Team meetings. General enquires were directed to the Headteacher. Day to day matters were handled by the AHoS. The Headteacher reported that the school continued to run smoothly.

Information shared at this juncture was deemed to be of a confidential nature, limited by time, and has been recorded within the confidential minutes for the meeting.

g) Achievement and Progress

IDSR report was discussed at minute 6 c) above.

Initials:

Page 6 of 13

h) Statutory Inspection of Anglican and Methodist Schools

The Chair reminded the SIAMS Governor that the monitoring visit was overdue. The SIAMS governor advised that it would be worth having a conversation with a colleague who had supported St. Peter's through its inspection. Governors were advised that the school may commission a pre-SIAMS. The Headteacher stated that he would like to wait until the school was fully prepared before a pre-inspection is undertaken.

Action: SIAMS Governors (JE/EA-O) monitoring visit to be conducted before the T4 meeting and reported to governors.

9. 2018/19 School Plan

a) School Plan Updates

The updates to the School Plan had been uploaded to KLZ in advance of the meeting. The Headteacher advised that staff have been asked to evaluate their subject areas.

b) Governors' Monitoring Visit Reports

The Chair advised that governors' monitoring reports were overdue according to the Monitoring Schedule; some initial visits had yet to be undertaken and the second round visits were now due. The Clerk added, the Governing Board had adopted the Circle Model of Governance which hinged on governors' monitoring and reporting.

Governors were referred to the monitoring plan which had been included on the agenda for the meeting.

- Leadership & Management (**RK and KB**) – a visit should have been undertaken in November. KB offered to complete monitoring of L&M and report to governors at the next meeting.
- Quality of Teaching, Learning and Assessment (**JB/JP**) – governors to complete monitoring and report to governors at the T4 meeting.
- SIAMS (**JE/EA-O**) – it was acknowledged that both governors had been recuperating from surgery. Two monitoring visits should be scheduled and reported to governors at the T4 and T5 meetings.
- Website Compliance (**DW**) – governor to conduct an audit of the school's website to ensure compliance and report to governors at the T4 meeting. Governors were advised that a new school website was in the process of being developed; initial work had been completed. The AHoS advised that she had been provided with a mock-up. The new website would be streamlined, efficient making it easier to find information. The website would be accessible through a range of devices including mobile phones. The AHoS advised the new website was due to go live by the end of March 2019.

The Headteacher had prepared agendas to aid governors' focus during their monitoring visits; these had been posted on KLZ.

Action: ALL governors to ensure that initial governor visits have been undertaken and arrange with the HT second monitoring visits to be reported to the governing board at the T4 meeting.

i) Pupils' Personal Development, Behaviour and Welfare (JCW/CC)

A copy of the governors' report had been uploaded to KLZ in advance of the meeting. The governors' delegated areas of foci were on 3.1, Continue to promote British and School values in order that pupils help and respect those around them. 3.2 Ensure well-being of 'whole' child. 3.3 Manners and politeness for all pupils and 3.4, Improve attendance across the school. The visit report dated the 27th November 2018 had focused on what the school had been doing to improve behaviour and review the impact of behaviour systems around the school.

Initials:

Page 7 of 13

Governors received details of the school's Good to be Green reward system, which had been adjusted to create a fairer system with equal chances for the well and less well-behaved which also saved money. Individual staff members have implemented their own rewards within the classroom. Certificates were awarded in weekly assemblies.

The governors reported that behaviour in school and in class was very good. Teachers' expectations were high, the quality of teaching was good, and structures were such that the children know the boundaries.

During their visit, the governors had discovered what E-safety systems were in place. Staff were aware of the potential dangers of bullying and other on-line threats. The AHoS had been proactive in setting up and maintaining robust policies. The school had E-Safety and Anti-bullying ambassadors who were trained in Year 5 to prepare them to take a lead in Year 6. Children were trained in the proper use of technology from Year R.

There had been an increasing awareness of mental health. The FLO had been proactive in setting up a 'drop-in' room in the mobile classroom. Children were free to visit the room either to talk or to chill during playtimes. Worry boxes were sited in each of the classrooms. There would be a confidential section on the school's website for children to voice their concerns.

A well-being support system for staff had been introduced.

The key issues arising from the governors' visit was to continue to monitor pupils' development, behaviour and welfare, particularly in light of technology and resulting pressures and to ensure the well-being of the whole school community.

ii) Pupils' Progress and Attainment (TM/KB)

The governors' report dated the 14th December 2018 had been shared in advance of the meeting. The visit had focused on pupils' progress and attainment by analysing data and discussing this with the AHoS. The governors had received a summary of the PUMA and PIRA test results which had been administered in November for each year group. (The standard benchmark score for the tests was 100, however, the school aimed to help pupils achieve scores of 110 and higher.) Governors had noted the following:

- Year 1, the results for boys in maths were lower @ 53% achieving the benchmark score of 100 compared to 87% of girls.
- Year 1, reading 80% of boys and 100% of girls achieved the benchmark score of 100.
- No SEN data was available for the cohort during the governors' meeting.
- The results for Years 2 and 3 showed good pupil progress from the previous year's data. There were no concerns.
- The school aimed to raise SEN attainment from scores circa 70 to around 90. Individual action plans for SEN pupils have been formulated.
- The results for Year 4 were mixed, with a slight difference between Pupil Premium Grant pupils and their non-PPG counterparts in reading and maths. The school had identified that the differential must diminish and was assessing the needs of individual pupils in provision mapping process. Governors were advised that the Year 4 cohort was a mixed ability group; in maths 75% of boys achieved the higher benchmark standard of 110 compared to 20% of girls. 92% of boys achieved 100 compared to 53% of girls. The data analysis had highlighted the need to review maths teaching strategies, particularly for girls. Governors had received details of the different strategies being deployed to raise the performance of girls for maths.
- The Year 5's results met the benchmark standards across the board for boys and girls. 64% of boys achieved 110 in maths compared to 25% of girls, although the girls' scores were skewed as most SEN were girls. The data indicated the need to raise girls' performance in maths.

Initials:

Page 8 of 13

- The Year 6 class results show good progress and attainment with scores above 100. The data showed a similar in picture in maths scores with girls performing less well than boys.

The governors had discussed the discrepancy between PPG pupils and non-PPG pupils in reading and maths in Years 4, 5 and 6. At present the school's data for PPG included SEN, therefore, there was no accurate picture of the performance of non-SEN PPG pupils. The AHoS was in the process of revising the tables to add an additional column for pupils who fall into this category to provide meaningful data on any discrepancies which may then be addressed.

The governors received assurances that detailed provision mapping takes place for all PPG pupils on an individual basis. PPG funds were allocated depending on individual's needs and to ensure PPG pupils are not disadvantaged and ensuring interventions are in place to raise standards and address gaps in learning. The impact of PP interventions was not necessarily limited to PPG pupils as other pupils also benefit from the additional funding.

Governors received advice that all class teachers have begun to carry out more formal and detailed data interrogation for higher ability groups to inform learning priorities for the following term. Teachers identify any questions the children have difficulty with and actions are put into place to address.

The school conducts regular entry and exit assessments of provision maps for both PPG and SEN children to ensure progress is being made.

The AHoS had showed the governors examples of the school's colour-coded performance tables which demonstrated the proportions of children currently at Emerging, Expected and Exceeding for every pupil in reading, writing and maths. This was checked three times a year during pupil progress meetings to enable teachers to assess progress.

Governors were advised that the school would be using the updated Classroom Monitor system at the start of the new year. The tool may also be used for planning. The system provided broad and meaningful data.

The AHoS had summarised for governors the school's interim targets:

- To embed the new data monitoring methodology (e.g. data interrogation sheets) within school practice
- To reduce any discrepancies between PPG pupils' performance and non-PPG performance by analysing data and deciding on appropriate interventions for individual pupils

The governors' next monitoring visit would take place just after the Easter break.

10. Headteacher's Performance Appraisal

MB agreed to co-ordinate a meeting between himself, another member of the HT PA Panel (TM), the Headteacher, the Chair of Governors at St. Peter's and an external advisor.

Action: HT PA Panel meeting to be arranged (by MB). GB to receive confirmation that the HT's performance appraisal review and target setting meeting has been conducted at T4 meeting.

11. Working Party Report – Five Year Strategic Plan

MB undertook to schedule a working group meeting to review the Five Year Strategic Plan.

Initials:

Page 9 of 13

Action: MB to arrange Five Year Strategic Plan Working Group meeting. Governors to receive an update at the T4 meeting.

12. Finance Report (MB/NB)

a) Nine Month Budget Monitoring

The Finance Governor advised that the nine month budget monitoring report was not available for governors to receive at this meeting because the representative from Schools Financial Services, who generates the report for the school, was not scheduled to attend the school until the following week.

The Finance Governor (MB) advised governors generally the school was in a good financial position for this time of year. Staff have what they need (not necessarily what they want). The school was aiming to have an in-year budget surplus by the yearend. Governors were reminded that half of the Headteacher's salary was paid for by St. Peter's contribution.

The Headteacher explained, governors should be mindful that pupil numbers were falling, so future budgets would be lower. The school had adjusted ensure a budget surplus going forward.

The Finance Governor advised that expenditure was broadly in line with the budget. High Needs Funding was hard to secure; the SENCo was good at putting together applications for HNF.

Action: Governors to receive and agree the Nine Month Budget Monitoring Report at the T4 meeting.

b) Sports/PE Provision

The Finance Governor reported the school offered a wide range of PE and sports activities; not just focusing on sport, but also dance/Zumba in KS1. He undertook to upload his report in readiness for the T4 meeting.

Action: Finance Governor to prepare a written report to evaluate the impact of the SPG on sports and PE provision and report to governors at T4 meeting.

c) Schools Financial Value Standard (SFVS) and Governors' Financial Skills Competency Matrix

The Finance Governor advised that the school's SFVS submission needed to be prepared in readiness for the governing board to approve at the term 4 meeting. The submission must detail what actions have been taken to address the recommendations from the compliance visit.

The annual update to the Governors' Financial Skills Competency Matrix (to be completed by the Chair of Governors and the Finance Governors) was also required.

Action: SFVS 2019 submission to be prepared by Finance Governors, emailed to the Clerk for inclusion on KLZ in readiness for governors to approve at the term 4 meeting upon their recommendation. Governors to receive copies of the Governors' Financial Skills Competency Matrix completed by RK/MB/NB.

Miss C Holmes (English Subject Leader) joined the meeting at 2.30 p.m.

13. Presentation by English Subject Leader

Governors welcomed Miss C Holmes, English Subject Leader, who had been invited to discuss the school's focus on Reading. Miss Holmes (CH) explained everyone's appraisal targets were linked to reading. Previously reading was stronger than writing, but last year, reading had dropped below writing. The school decided that reading should be

Initials:

Page 10 of 13

the priority for this year. Although the school's reading outcomes were not poor nor were there any concerns about the data; the school wanted the children to want to read. There would be a two-pronged attack: i) rigorous assessment and teaching of skills to secure progress and ii) to promote reading for pleasure leading to a life-long pleasure of reading. An action plan had been formulated following a meeting of teachers in October with the aim to ensure rigorous planning for reading and checking teaching skills for reading to ensure proactive and productive time on reading. She had looked at different plans to check coverage of all the assessment criteria and ensuring evidence is secured. Samples of reading planning had been shared with staff; teachers were using the criteria to plan for reading which encompass the statements. Staff make notes against the criteria to record evidence to support their assessments.

The summative tests, PIRA, provide the school with a guide on the proportion of children on track to reach the age related expected. Staff were trying to secure a lot of evidence (considered good practice); which had been commended at SATs moderation.

The school had introduced Reading Detective; children were encouraged to read text one day which was followed up the following day to check comprehension and understanding. This made staff aware of the children's skills. A running record of every pupil was maintained. A governor asked how the new system differed from the previous one. The AHoS explained the new system was more evidence based; Is a child able to demonstrate skills linked to the assessment criteria? The governor asked if it created additional work for staff. AHoS responded staff were sensible with the amount of time spent with each child. The Headteacher added, the assessment tests inform the primary assessments for the teachers; this was already being done by the Year 2 teacher; which had generated a little extra work. CH stated that it needed to be done, because reading fed into everything. The results were already being seen and raising the quality of teaching.

Reading for Pleasure was raising the profile of reading with children; so that most children read books at home or access the library. Progress in reading would come from the children's enjoyment of reading.

After the Christmas holiday, the school had a two-day project. Teachers chose a book or text and planned a scheme of work. They read to children from a different class/key stage. On the Friday the day ended with a celebration assembly. The two-day project had gone down well with the children. CH advised the project would be repeated regularly. The initiative would continue into term 4; children will have to record what they have read, the amount of time spent reading and the number of hours. The child who reads the most will win a £10 Waterstones voucher.

During February half term the school would run 'Extreme Reading'; children will be encouraged to read something somewhere strange and take a photo.

CH explained sometimes there was a gap between SEN and non-SEN in reading. The initiatives also provide SEN children with opportunities to read.

The Headteacher advised the school had received some positive feedback from the parents. Following the tests, there was a lot of gap analyses; these was where the teachers will build on their Guided Reading. CH added, each teacher, at the end of the tests, analyse their own class data to identify each strand which is weaker, picking out key questions and those children who experience difficulties with certain questions.

CH left the meeting at 2.53 p.m.

Initials:

Page 11 of 13

14. 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.

DW agreed to assume the role of Health & Safety Governor.

b) Annual Safeguarding Audit Report

The Annual Safeguarding Audit report had been available for governors to read prior to the meeting. The Safeguarding Governor wished to place on record his appreciation to the AHoS for her input. There were no questions arising from the report.

c) Single Central Record

MB had completed an inspection of the SCR. No concerns were reported. The Governor confirmed that all the Christ Church students had been included on the register.

CC undertook to complete the next inspection of the SCR and report to governors at the T4 meeting.

Action: CC to complete SCR inspection and report to governors at the T4 meeting.

d) Health & Safety Site Inspection Report #1 of 3 per annum

The Health & Safety Site Inspection Report dated the 27th November had been uploaded to KLZ in advance of the meeting.

Action: H&S site inspection report #2 of 3 due at T4 meeting.

15. Policies for Review and Approval

The following policies were agreed by governors upon the recommendation of the lead reviewers:

- Anti-Terrorism Policy (KB)
- Capability Policy (JB) – the governor advised the Policy was clear but suggested included a flow chart because there were various steps relating to capability each of which have time limits and whether the member of staff may be supported or not. The Lead Reviewer undertook to liaise with the Headteacher on producing a flow chart.
- Community Cohesion Policy (CC)
- Intimate Care Policy (JCW)
- Records Management Policy (HT/AHoS)
- School Emergency Management Plan (HT/AHoS)

16. Training and Development

a) Reports of Training Undertaken

- KB had attended Effective Governance – Monitoring and Evaluating Pupil Premium training; her training report had been shared with governors in advance of the meeting. The governor sought confirmation that the 2018/19 Pupil Premium Funding and Allocation and 2017/18 Pupil Premium Impact Statement were

Initials:

Page 12 of 13

published on the school's website. The AHoS confirmed that the 2018/19 PPG Funding Statement was on the website. The 2017/18 PPG Impact Statement would be shared with governors at the T4 meeting.

Action: AHoS to prepare the 2017/18 Pupil Premium Grant Impact Statement with governors at the T4 meeting.

b) Identified Training and Development Priorities

Governors' future training and development priorities to be determined by individual governors to tie in with their governor role, responsibility and wider governor role.

17. Any Other Urgent Business

The Chair referred to agenda item 3, Governing Board Membership, a) Welcome newly elected Parent Governor, Dr. J Perkins. The governors extended a warm welcome to Dr. Perkins who was invited to share details of his background and reason for wishing to serve as a governor. Introductions were made.

18. Confidentiality

Information shared at minute 8, Headteacher's Report, f) Leadership & Management was deemed to be of a confidential nature and has, therefore, been recorded within the confidential minutes for this meeting.

19. Confirmation of 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 4 – Monday, 11th March 2019
- Term 5 – Monday, 13th May 2019
- Term 6 – Monday, 15th July 2019

The meeting concluded at 3.03 p.m.

Signature: (Chair)
11th March 2019

Initials:

Page 13 of 13