

BOUGHTON-UNDER-BLEAN & DUNKIRK PRIMARY SCHOOL
(Methodist Voluntary Controlled)
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD AT THE SCHOOL ON MONDAY, 19th NOVEMBER 2018 AT 1.00 p.m.

PRESENT:

Mrs K Bachelard	Mr M Baybutt
Mr J Bennett	Mrs N Brown
Mrs C Clayson	Mrs J Collett-White
Mr R Kerrell (Chair, from 2.10 p.m.)	Mrs T Mayne
Mr S Way (Headteacher)	Mr D Warner

IN ATTENDANCE:

Ms J Cottenden (Acting Head of School)
Mrs D Stryzyk (Clerk to the Governors)

1. Quorum

The Clerk confirmed the meeting as quorate.

2. Apologies for Absence

An apology for his absence had been received from Reverend E Aggrey-Ogue (out of country). The governor's apology was accepted.

Reverend J Everingham was recuperating from surgery. Her apology was also accepted.

3. Governing Board Membership

a) Welcome Newly Appointed Staff Governor

Governors extended a warm welcome to Mr D Warner as the newly elected Staff Governor. Mr Warner's term of office commenced on the 28th September 2018. The Chair undertook to meet with Mr Warner for new governor induction. Mr Warner was urged to complete New Governor Induction training.

Action: CoG to meet with DW for governor induction.

Action: DW to complete New Governor Induction training.

b) Parent Governor Vacancy

Governors were advised that Mr A Cummins' term of office as Parent Governor had expired on the 1st November 2018. A parent governor election had taken place, the closing date for nominations had been the 14th November.

The Chair and Headteacher had received a letter from Mr Cummins before the parent governor election took place. Mr Cummins had indicated that, due to a change in his employment, he was no longer able to attend governing board meetings nor fully commit to the role of a governor. Governors wished to place on record their thanks to Mr Cummins for his contributions during his tenure as a governor for the school. Governors were advised that Mr Cummins would continue to be involved with the Parent Teacher Friends Association.

Governors were advised that one nomination had been received from Dr. J Perkins (parent of children in Years 1 and R). Mr Perkins' supporting statement detailed that he had a good understanding of performance data and experience in health and safety. The Clerk undertook to arrange for Dr. Perkins to be provided with a governor induction pack and invite him to the term 3 meeting. The Chair would meet with Dr. Perkins to conduct new governor induction.

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Action: Clerk to prepare a new governor induction pack for Dr. Perkins and invite him to FGB meeting in T3.

Action: CoG to meet with Dr. Perkins for new governor induction.

c) One x Co-opted Governor Vacancy

The Chair advised that an advertisement for a co-opted governor had been placed in the community magazine, but the school had not received any responses. The governor position would be re-advertised in the magazine. The Chair reminded governors that the skills audit analysis completed in 2018 had identified knowledge of local businesses; he sought governors' agreement to revise the advertisement to clarify that knowledge of local businesses was not a requirement. Governors agreed to the suggestion (see below agenda item d).

The Clerk undertook to register the vacancy with the School Governor One Stop Shop (a government-funded organisation to recruit school governors).

Action: Co-opted Governor vacancy to be placed in the community magazine by HT.

Action: Clerk to register governor vacancy with SGOSS and include on forthcoming meeting agendas until the vacancy is filled.

d) Associate Governor

The Chair explained that he had met with Mrs Clayson. Mrs Clayson had indicated that she wished to continue for a further term of office in the capacity of an associate member. Mrs Clayson had local business knowledge and had been asked to focus on forging links between the school and local businesses.

Governors unanimously agreed to appoint Mrs Clayson as an Associate Member for a further one year term of office with a view to forging links between the school and local businesses.

Action: Clerk to update TEP CPD Database with details of Mr Warner's, Dr Perkins' and Mrs Clayson's appointments.

4. Declaration of Business/Pecuniary Interests

a) Annual Update to Business Interest and Legal Declaration Forms

Those governors who were not present at the meeting (CC/DW) completed the annual update to the Business Interest and Legal Declaration forms and returned these to the Clerk.

Action: JE to complete the annual updates to the business interest and legal declaration forms and return to the Clerk by the T3 meeting.

b) Opportunity to Declare Business Interests

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

c) Governors' Business/Pecuniary Interests – Website Publication and GIAS Data Collections

Governors received confirmation that the data collections had been forwarded to the Headteacher for the school to action. The Headteacher confirmed that information about the governors had been uploaded to the school's website and the information for recording on the GIAS (DfE) database had been updated.

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5. Minutes of the Meeting held on the 1st October 2018

Governors unanimously agreed the minutes of the meeting held on the 1st October 2018. The minutes were signed on the governors' behalf by the Chair.

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

a) Terms of Reference and Standing Orders for the Procedural Working of the Governing Board

The finalised ToRs and SOs had been uploaded to KLZ.

b) Data Protection Officer's Report to the Governing Board

The DPO (JC) had uploaded her report and other supporting documents to KLZ in advance of the meeting.

The DPO outlined the actions which had to date been completed to meet GDPR requirements. A significant amount of work had been undertaken and a data audit completed. The DPO was scheduled to attend GDPRiS briefing later in the week. Staff would receive further training on the 20th November.

The DPO advised that there had been no major data protection breaches. The DPO and staff were constantly assessing what the school does.

The DPO explained she had received a request from the PTFA to film the nativity performance and sell copies of the recording to parents. The DPO had declined the request on the basis that parents' agreement would need to be sought for their child's images to be shared and those children for whom no permission had been given would need to be given other roles in the nativity or wear masks. The DPO advised the request may be reconsidered in the future.

A governor (a headteacher of a school) advised that Ofsted may request sight of the SPS certificates. She also pointed out that as the DPO (the Acting Head of School) was also a designated safeguarding lead, the dual roles may be viewed as a potential conflict of interest. She urged the school's DPO to seek clarification at her upcoming briefing. The governor suggested that a solution may be to collaborate with St. Peter's DPO to fulfil the role of DPO at Boughton & Dunkirk and perhaps have a reciprocal arrangement.

A governor asked how other schools in the Faversham Collaboration were managing the potential conflict of interest of DPO/DSL. The Headteacher advised that most schools have opted for their deputy headteachers to be the designated data protection officer.

The DPO explained that there were five DSLs at Boughton, the Headteacher being the lead DSL and the Family Liaison Officer, the deputy DSL.

Action: JC to seek clarification at upcoming GDPRiS briefing on dual role of DPO/DSL.

The DPO advised that Years 5 and 6 pupils were beginning to receive training in GDPR; creating and using secure passwords and usernames. A governor asked if the training of pupils was mandatory. The DPO explained that it was not statutory, but was viewed as good practice. The Staff Governor added, the school was training children to prepare for secondary school.

A governor sought confirmation that sensitive documentation was being securely disposed. The DPO advised the school had a data safe box for the secure disposal of documents.

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c) Annual Statement of Governance

The Chair confirmed that he had prepared the Annual Statement of Governance for the 2017/18 academic year; the assessment of the impact of governance on the school. The Statement would be shared with governors at the T3 for their approval prior to the Statement being published on the school's website.

Action: Annual Statement of Governance for the 2017/18 year to be shared with governors prior to the T3 meeting. Governors to agree before Statement being published on the school's website.

d) Memorandum of Understanding

A copy of the Memorandum of Understanding between St. Peter's and Boughton & Dunkirk Schools had been uploaded to KLZ for governors to view.

7. Correspondence

The following items of correspondence had been uploaded to KLZ for governors' information/reference.

- The Governor magazine, Autumn 2018 (hard copies were also available at the meeting)
- Governor Services Monthly Bulletins – October 2018
- Statutory Inspection of Anglican and Methodist Schools Framework effective September 2018*
- KGA Briefing notes

*The Headteacher advised that the school had been working towards the new Statutory Inspection of Anglican and Methodist Schools requirements throughout last year.

The Chair reminded governors that the school's previous Ofsted Inspection had been conducted in the autumn of 2015. The school was entering the Ofsted inspection window. He drew governors' attention, as a reminder, that the governing board has the following three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff; and
- Overseeing the financial performance and probity

The Chair stated that minutes of meetings, and governors' monitoring visit reports, need to show evidence of support and challenge. The Clerk urged governors to prepare questions in response to the Headteacher's report and other documents which were shared by the school and were available for governors to view on KLZ prior to meetings. A governor suggested emailing the Headteacher any questions in advance of the meeting so that the Headteacher may prepare responses to governors' questions.

Action: Governors to prepare questions in advance of governing board meetings, email HT so that responses may be considered and providing to governors at meetings which would be recorded within minutes of meetings.

8. Headteacher's Report

The Headteacher's report had been shared with governors in advance of the meeting on KLZ. He asked governors to consider what they might like included within future reports. He expanded on his report:

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a) Staffing and Contextual Information

- The Pastoral Support Leader had requested a reduction in hours. The Headteacher advised her request had been acceded to, however, if there were meetings scheduled on her days off, there was a degree of flexibility.
- The Headteacher was pleased to report that the students from Christ Church University were working well in the school. The AHoS added, the students have provided the school with additional capacity. The students were present during recent parent consultations and for the assessments. The Headteacher explained, the main objective was to prepare first year students for life in the work-place and then begin teaching, it had been noted that the students' attitude to their work had been exemplary; they were fully engaging in the life of the school. The first year students were in school on Tuesdays, but last week and this week they were in school for the full weeks. The students work from a prepared timetable, structures were in place. In addition, post-Christmas the school would have two third year students from Christ Church University.

The AHoS added, there was in school a student (one of the school's midday meals supervisors) completing a teaching assistant course. She had been helping in the classroom.

A governor asked if the school received any feedback from the students or Christ Church University. The AHoS responded, that was something the school would be putting into place this year. The school's ambition was to be a leading school with Christ Church. The school would be seeking reviews from the students; these would be conducted at the end of each phase as part of an on-going evaluation – Did the school meet their needs? Did it meet their expectations?

A governor enquired if University staff check what the school has to offer students. The AHoS answered it did, all four students would be visited by their course tutors. Currently their teaching commitment was minimal (small groups). The students were being encouraged to read stories to the children.

- The Headteacher advised that at the end of the 2017/18 academic year, a few midday meals supervisors had left the school, they had been replaced with teaching assistants. The teaching assistants had been given additional hours to cover lunchtime duties. The Headteacher was pleased to report that lunchtimes were now much calmer.
- The school continued to have low pupil numbers in Year R (x 23), although pupils had joined in some other classes.

Governors were pleased to note that children were joining the school from outside of the village. The Headteacher stated that he was aware of the need to promote the school, particularly what the school offered in terms of extra-curricular activities. Discussions focus on the school's whole child and the school's ethos.

A governor, who attended the regional governor briefing, advised that pupil numbers were not expected to rise until 2020 when numbers were likely to be in line with previous years. This was dependent on whether local housing developments go ahead. Another governor who had also attended a briefing added, it had been reported that the birth rate was at its lowest level for twenty years. The Headteacher agreed, the LA had expanded schools, but there were fewer children and available places were not being taken up. A governor suggested that people may elect to travel to Boughton & Dunkirk from St. Peter's if that school were to be oversubscribed, the governor asked the Headteacher to signpost Boughton & Dunkirk to families. The Headteacher advised that the catchment area for St. Peter's was just 0.2 miles.

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b) Leadership & Management

i) School Improvement Plan 2018/19

The Headteacher reported that the 2018/19 School Improvement Plan had been collaboratively worked on by the school's leadership team, staff and governors. Tied into the School Improvement Plan were staff's appraisal targets. Staff's targets were particularly related to areas of the curriculum led by teachers. Reading was the school's key area of focus in 2018/19.

ii) Performance Appraisal of Staff

The Headteacher advised that teaching staff's pay was being reviewed in term 2, the performance management of support staff would take place in terms 3 and 4. A governor asked whether support staff's performance targets were linked to the performance of groups of children. She asked how that would tie in with teacher's performance targets. The Headteacher explained the rationale for not setting targets for teaching assistants linked solely to the performance of the class was that a member of staff may move to another class or group of pupils. A governor reflected, it should be possible to determine if it was appropriate at the mid-year performance reviews. The Headteacher advised that performance appraisals were not linked to data, but they do tie in with the objectives detailed in the School Improvement Plan and the school's expectation that pupils perform at least in line with national averages. He added, it was difficult being a one form entry school to tie performance targets to data; he would have to wait for a full year to judge someone's performance.

A governor referred to the Headteacher's report, page 1, Staffing, first sentence 'staff morale remains *relatively high ...*' He asked if the Headteacher had any concerns about staff's morale. The Headteacher assured governors that staff's morale remained high. Staff were extremely busy at the school, particularly in term 2. He added, generally speaking, given the demands of the job and the pressure teachers put on themselves, morale was good. Governors welcomed the opportunity to reflect on the general morale in the school.

- The Headteacher advised, since the last meeting, the school had received High Needs Funding. The school had been careful in the deployment and recruitment of staff in consideration of its finances, however, there was now scope to employ someone to support pupils.
- A governor referred to the Leadership & Management section of the Headteacher's report, '.... any problems or issues that have arisen have quickly been dealt with by the AHoS and the relevant staff'. The governor asked if there have been many issues. The AHoS responded that there had only been a few. The Headteacher explained there had been one or two small things, but nothing of any significance, just queries or questions. The governor asked if the school had observed any increases in issues being raised because the Headteacher was now in school on a part-time basis. The Headteacher explained, if something were to arise when he was not in school (at St. Peter's) and the AHoS was in class, the AHoS could be released from class to attend to any emerging issues. The AHoS advised that there was usually a member of the leadership team on the school gate with the FLO at the start of the school day.

c) Teaching, Learning and Assessment

The Headteacher reported that his overall assessment of the teaching and learning was that it was good. Lessons were not graded, during his observations he looked at the overall provision in the class and outcomes. He identified areas for development or discussion with the teaching staff.

The Staff Governor was invited by governors to explain the process from a teacher's perspective. The Staff Governor advised that observations were relaxed, the Headteacher/KS2 Leader come into the class to see the teaching, some are pre-arranged other visits to the class were unannounced drop-ins. The staff do not find the process unsettling,

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but find it positive to their professional development, because there was dialogue with the teachers which followed on from the class visits.

The Headteacher added, teachers know there will be discussions. He would always try to find alternatives or offer suggestions if part of a lesson did not work. The Headteacher stated that governors should be confident that he was holding teachers to account. The monitoring schedule included areas identified during previous observations. The Key Stage 2 Leader also conducted drop-ins, observations and book scrutiny.

A governor reported that he had accompanied the Headteacher on his lesson observations at the end of last year. The governor had seen how the Headteacher had constructed his feedback to the teacher.

The AHoS stated that there was a culture at the school; no-one puts on a show, what is seen during observations is reflective of the daily diet relating to teaching and learning.

The Staff Governor concluded, the Headteacher holds staff to account, but it was a positive process and good for staff's morale.

Governors welcomed the school's culture of trust and confidence in the teaching staff.

The Headteacher stated, a couple of years ago when the school's results were low, he had looked back at the teaching observations records and had been able to identify what had gone wrong.

A governor asked if documentation was completed for the lesson observations. The Headteacher confirmed there were, he made contemporaneous notes and staff were then given feedback which was recorded on the observation forms. The forms were given to the teachers as part of their performance appraisal. The governor asked, when feedback was given to a teacher, did the form record the teacher's comments and was there an opportunity for teachers to provide context/dialogue. The Headteacher advised generally there were not, but those conversations were happening. The governor suggested that staff be asked to sign a copy of the form to acknowledge that feedback had been given and that they accept this.

d) Extra-curricular Activities

The Headteacher advised that the school offered lots of clubs and activities for the pupils. The choir had around 50 children. The choir had recently participated in the Lantern Parade.

The school continued to participate in various sports competitions. On Wednesday the school had hosted a football tournament.

e) Parent Teacher Friends Association

The Headteacher advised the PTFA continued to run well. He was pleased to report that the PTFA had been joined by several new members; parents of children at the lower end of the school.

f) Personal Development, Behaviour and Well-being

i) Attendance

The governors had received a copy of the letter which had been sent to all parents explaining the school would now issue penalty notices for unauthorised absences. The Headteacher explained this did not require any changes to the school's Attendance Policy ratified by the governing board earlier in the year. To date the Headteacher had not received any feedback from parents.

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Attendance was currently at 96.6% (down for the same period last year by 0.8%). There were seven persistently absent children whose attendance was below 85%, the school's attendance figure without these children was 97.8%. There were thirteen persistently absent children whose attendance was below 90%, (which included the afore mentioned seven children). The school's attendance figure without these children would be 98.1%. The Headteacher's report detailed the thirteen children's reasons for absence. Information shared at this juncture was deemed to be of a confidential nature and has, therefore, been recorded within the confidential minutes for this meeting.

A governor asked if punctuality had improved. The AHoS advised that it had.

ii) Exclusions

There had been no exclusions. Behaviour was good at the school because of the hard work of the teachers. The children know the rules and expectations of the school.

iii) Reported Racial Incidents

There had been no reported racial incidents.

g) Collaboration

The Headteacher advised that he had attended a meeting with colleagues at Kent College during the previous week (both St. Peter's and Boughton & Dunkirk worked with Kent College as part of the Methodist Collaboration). The Literacy Leaders from both Boughton & Dunkirk and St. Peter's have attended a Literacy Conference. Representatives from St. Peter's were keen to come to Boughton to observe practice and learn from staff at the school.

A governor asked if the staff at Boughton were benefitting from the school's association with, and the Headteacher's leadership of, St. Peter's. The Headteacher acknowledged that there were things to learn from St. Peter's e.g. regarding preparation for the SIAMS; as St. Peter's was graded as Outstanding in 2018. BAD staff were learning from that and making changes. The Headteacher and AHoS were reflecting on how to make assessments and procedures more efficient. Middle Leaders were being developed, but more work on that aspect was needed, particularly in relation to numeracy and literacy (SIP priority last year). The AHoS added, the Headteacher's leadership of St. Peter's allowed people to develop further in their roles. The school's objective was to develop a hierarchy.

h) Achievement and Progress (Outcomes)

The Headteacher advised referred governors to the Making Figures Speak (MFS) summary report. He advised that staff were currently going through the Analyse School Performance (ASP) data report.

The Headteacher advised that the MFS summary clearly showed that pupils had made expected progress. Reading had been identified as an area of focus for the 2018/19 academic year and had been included in the School Improvement Plan. The progress of disadvantaged pupils also need to be improved. Staff were reviewing the tracking procedures. Governors were advised during pupil progress meetings each individual child's progress was tracked.

The Chair asked governors to monitor what measures the school is deploying to address key areas of concern; reading and disadvantaged. The Headteacher asked governors to be mindful that the end of KS2 results for 2018 related to pupils who were no longer at the school.

A governor asked how the confidence intervals were calculated. The Headteacher explained that they were dependent on the size of the cohort.

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A governor noted that the progress score for disadvantaged in reading was -2.18, which was within the confidence interval.

Another governor referred to the scatter diagrams which she had found particularly enlightening; they illustrate that disadvantaged pupils had generally progressed in line with their non-disadvantaged peers for reading, writing and maths. The governor undertook to provide governors with a link to an on-line training tool to help governors to understand the ASP data report.

Action: NB to provide governors with a link to an on-line training resource to aid governors to interpret the ASP data.

9. School Plan 2018/19

a) Receive and Approve the School Plan for 2018/19 (including associated costings)

The Headteacher referred to the 2018/19 School Improvement Plan. There were no associate costs with the areas targeted for improvement. A governor asked that the School Plan detail £0 to make it clear that there are no costs associated with the Plan rather than leave it blank.

A governor asked that the reference to RAISEonline in the governors' monitoring schedule be amended to Analyse School Performance (ASP).

A governor asked how the school will ensure that there is rapid progress made by pupils in reading. The Headteacher answered previously the school had focused in improving outcomes in Writing and Maths, these areas have improved. The focus for staff will be on improving Reading outcomes.

Governors unanimously agreed the 2018/19 School Improvement Plan.

b) Self Evaluation Form 2018/19

The SEF had been shared in advance of the meeting. A governor asked how often the information within the SEF was updated. The AHoS explained that the document was reviewed when significant things need to be changed.

A governor stated schools' leaders were using the SEF/SIP as their seasonal reports to the governing board instead of a headteacher's report. She suggested this might be something the Headteacher and governors may wish to consider in the future.

A governor referred to page 3, QTLA, 'tracking of data has been reviewed and tests that can be used to moderate teacher assessment have been introduced'. The governor asked what that looked like. The AHoS explained that the school was using formative, on-going assessments.

A governor referred to the termly focus on outcome for all pupils. She asked whether this information was recorded. The Headteacher advised that it is recorded within the notes of pupil progress meetings.

a) Governors' Monitoring of the 2018/19 School Plan

Governors were reminded of the timetable for their designated areas of monitoring:

Governors	Plan Areas	Monitoring Visit Dates
RK + 1 other	Monitor the Effectiveness of Strategic Leadership through evidence of implementation of robust systems <ul style="list-style-type: none">Effectiveness of new leadership structure and impact on the school	w/b 5/11/18 w/b 4/3/19 w/b 10/6/19

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	<ul style="list-style-type: none"> Continued development of middle leaders The role of the collaboration 	
JB + Mr Perkins	Monitor the Quality of Teaching, Learning and Assessment to ensure progress of all children <ul style="list-style-type: none"> Ensure the monitoring of all aspects of teaching remains robust: book scrutiny, planning, lessons, classroom environment Review assessment cycle and how this informs teaching and ensures progress Monitor the effectiveness of the provision across the curriculum Monitoring the teaching of reading across the school following new initiatives 	w/b 12/11/18 w/b 11/3/19 w/b 17/6/19
JCW + CC	Monitor the Effectiveness of Provision for Pupils' Personal Development, Behaviour and Welfare <ul style="list-style-type: none"> What is the school doing to improve behaviour around the school Review the impact of the behaviour systems in place The development of British Values throughout the school 	w/b 19/11/18 w/b 18/3/19 w/b 17/6/19
TM + KB	Monitor School Outcomes – Data Tracking <ul style="list-style-type: none"> Review Analyse School Performance/IDSR Season term data review Review and ensure the effective provision for SEN pupils Review and ensure the effective provision for PPG pupils Raise the reading outcomes across the school 	w/b 14/1/19 w/b 1/4/19 w/b 8/7/19
MB + NB	Monitor the School's Finances <ul style="list-style-type: none"> Termly finance meetings Review three year budget plan Ensure robust investigation into purchasing Review the effective spending of Sports Premium Grant Funding Other areas as outlined in the Financial Year Planner 	Dates to coincide with statutory budget monitoring and submissions
JE + EAO	Monitor the preparation and effectiveness of Methodism within the school in preparation of SIAMS <ul style="list-style-type: none"> Review SIAMS Action Plan Monitor the SIAMS self-evaluation document, matching statements with evidence Ensure the whole school Methodist approach is consistent 	w/b 3/12/18 w/b 18/3/19 w/b 10/6/19
Additional Governor Monitoring		
RK/TM/MB	Headteacher's Performance Appraisal <ul style="list-style-type: none"> Conduct Headteachers' performance appraisal Complete six month review 	Before December 2018 Review: T5
TBA	Health & Safety <ul style="list-style-type: none"> Governing Board to receive three H&S site inspection reports and ensure issues identified have been recorded and acted upon; H&S Governor to accompany school on at least one site inspection during the year to verify reports Ensure school meets its H&S obligations Review of relevant policies 	
MB	Safeguarding <ul style="list-style-type: none"> To keep abreast of safeguarding development and policies To complete and present the safeguarding self review report 	
RK	Governor Training & Development <ul style="list-style-type: none"> To ensure governors attend relevant training 	

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	<ul style="list-style-type: none"> To complete and present the safeguarding review 	
TBA	Data Protection <ul style="list-style-type: none"> To ensure all data protection is compliant with GDPR guidelines 	
DW	Website Compliance <ul style="list-style-type: none"> Conduct seasonal audits of the school's website to ensure it is compliant with DfE requirements 	

The Finance Governors were aware that there would be a tight turnaround for the preparation of the nine month budget monitoring report, for the finance pair to meet with the Finance Officer and report to governors at the T3 full governing board meeting. MB undertook to liaise with the LA's Finance Officer to ensure that the nine month budget monitoring will be available for governors to agree at the T3 meeting.

Action: MB to liaise with Schools' Financial Services Officer to ensure that nine month budget monitoring report is available for finance governors to receive and agree and commend for FGB approval at T3 meeting.

b) Governors' Monitoring Visit Reports Aligned to the 2018/19 School Plan

i) Monitoring School Outcomes – Data Tracking (TM/KB)

The governors' report dated the 16th July 2018 had been shared in advance of the meeting. In preparation for their visit, the governors were provided with the school's initial performance results for 2018. The governors had noted the areas of concern were reading scores for KS2 (a downward trend with an APS of 95.9% compared to 107% at the beginning of the school year. It was believed to be because of the cohort's reading habits; browsing rather than reading and finishing a smaller number of books.

SEN provision was discussed. The whole-school approach worked well with different members of staff taking responsibility for SEN matters for a short period in the absence of the SENCo. Results had been positive with 73% of SEN pupils achieving the Expected standard in Writing and GPS and 80% in maths.

The governing board was asked to note that from 2020 there would be a new computer-based online assessment in mental multiplication for Year 4 pupils. The school had opted to take the practice assessments in 2019.

The school had put together a data action plan which detailed specific actions to be taken regarding tracking of pupils in reading, writing and maths in 2018/19. The plan specified which actions were to be taken, by whom, how often and next steps. The plan will be monitored and revised on an ongoing basis throughout the year. In addition to the plan, the Headteacher and AHoS have revised the assessment cycle with the aim of identifying any issues earlier in the school year. Administration of the PUMA and PIRA tests will be brought forward by two weeks and will now be administered in week 3 of terms 2, 4 and 6. Maths and Literacy Leaders will analyse the data and share their findings.

ii) SEN Governor's Report (KB)

The Governor's report dated the 15th October 2018 had been shared with governors in advance of the meeting. The focus of the governor's visit had been to monitor and assess the impact of SEN provision. The visit had enabled her to gain an overview of SEN provision and had deepened her understanding of the wide variety of SEN interventions provided for pupils in the school and the mechanisms in place to assess their effectiveness. The SENCo and all teaching staff would continue to monitor and review the impact of SEN provision over the coming year as part of the 'Assess, plan, do, review' cycle.

The key actions arising from the governor's visit were for governors to review the data action plan for 2017/18 with a focus on SEN/PPG pupils and continue to monitor the results from the PUMA/PIRA tests and other school tests.

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10. Review of the Governing Board's Five Year Strategic Plan

MB undertook to convene the meeting to review the governing board's five year strategic plan.

Action: MB to convene meeting. CoG/MB/DW and HT and/or AHoS to meet to conduct a review of the Five Year Strategic Plan and update governors at the T3 meeting.

11. Finance

a) Six Month Budget Monitoring

The Finance Governors' reported dated the 13th November 2018 had been shared on KLZ prior to the meeting. A Finance Governor advised that there had been some issues relating to miscoding. He had asked Schools Financial Services if there was any guidance to ensure that items are coded in the correct cost and income codes. The issues had not affected the bottom line, but could affect the benchmarking.

The Finance Governors drew governors' attention to the following variances against budget:

Income

- I05, Pupil Premium, lower than budget due to adjustments after the January census estimates
- I07, Other Grants and Payments, higher than budget due to some mis-coding. This had been corrected.
- I08, Income from Facilities/Services, higher than budget due to cost-sharing for Executive Headteacher and increased forecast for out of school provision.
- I11, Receipts Other Insurances, higher than budget due to recovered maternity pay
- I13, Donations, higher than budget due to increased donations from the PTFA and local estate agents

Expenditure

- E01, Teaching Staff, Executive Headteacher costs offset by income in I08
- E12, Building Maintenance and Improvement, higher than budget due to mis-coding. This had been corrected.

The governors had been provided with the LA's feedback to the six month monitoring:

Code	Query	£	School's Response
E15	The actual to date percentage is only 21.77% compared to yearend forecast	5,000	Anomaly due to billing cycle
E16	The actual to date percentage is only 1.60% compared to yearend forecast	14,999	Anomaly due to billing cycle
E22	School's comment noted, however, the actual to date percentage is only 30.58% compared to yearend forecast	11,100	E22 overspend due to revamp of website
E27	School's comment noted, however, the actual to date percentage is only 8.34% compared to yearend forecast	5,733	E27 Cost of sports contract with Herne Bay High costing slightly more

Governors agreed the six-month budget monitoring report.

b) Benchmarking

The Finance Governors reported that there were no significant variances.

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12. Safeguarding and Health & Safety

a) Issues or Concerns

Governors received confirmation that Lockdown Procedures were in place.

b) Annual Safeguarding Self Review Audit Report

The Safeguarding Governor wished to thank the Pastoral Support Leaders and AHoS for their assistance in completing the draft Annual Safeguarding Self Review audit, parts I and II. The finalised reports would be shared with governors at the T3 meeting.

A governor noted that the number of recorded Children in Need (CHINs) had increased to ten. The AHoS responded the school had noticed a significant rise in the number of vulnerable children attending the school.

Action: Safeguarding Governor to share Annual Safeguarding Reports, parts I and II, with governors at the T3 meeting.

c) Single Central Register

KB confirmed that she had completed an inspection of the Single Central Register earlier in the day, there were no issues or concerns to report.

MB undertook to complete the next inspection of the Single Central Register before the T2 meeting.

Action: MB to report at the term 3 meeting. Agenda to identify a governor to complete an inspection of the SCR during T4.

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

The Headteacher undertook to arrange for an H&S site inspection to be conducted and reported to governors at the T3 meeting.

Action: H&S Site Inspection to be carried out by school's H&S team and report shared with GB at T3 meeting.

13. Policies for Review

a) Governors' Allowances Policy (MB/NB)

Upon the recommendation of the reviewing governors, governors unanimously agreed the Governors' Allowances Policy.

b) Finance Policy (MB/NB)

Upon the recommendation of the Finance Governors, governors unanimously agreed the Finance Policy.

The following policies were agreed by governors, upon the recommendation of the reviewing governor in brackets:

c) **Anti-Bullying Policy (JB)** – A governor asked if there had been an increase in the incidence of bullying. The Headteacher advised there had not, but there was the potential because of social media. The governor asked if it would be picked up by the school. The AHoS responded it would.

d) **Drugs Education Policy (JCW/CC)**

e) **Equality Policy (NB)**

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- f) Fairness at Work Policy
- g) SEND Policy (KB/TM)
- h) Staff Discipline & Code of conduct (HT/AHoS)

14. Governor Training and Development

a) Reports of Training Undertaken

A governor's training report had been shared in advance of the meeting. The report related to:

- Governor District Briefing (JCW)

b) Identify Future Training and Development Priorities

The Training & Development Governor urged governors to complete training linked to their delegated roles and responsibilities and the wider governor role. The details of training opportunities across term 2 had been shared with governors.

- In-school Safeguarding training (February)
- Pupil Premium (KB)

The Clerk assumed the Chair for the following item.

15. Election of Chair and Vice Chair

a) Election of Chair

The Clerk had sought nominations prior to the meeting. All the nominations related to Mr R Kerrell to be re-elected as the Chair. There were no further nominations. Governors unanimously agreed to re-elect Mr Kerrell as the Chair for a three year term of office (T2 2021).

Mr Kerrell resumed the Chair for the remainder of the meeting.

b) Election of Vice Chair

The Clerk had sought nominations prior to the meeting. All the nominations related to Mrs J Collett-White to be re-elected as the Vice Chair. There were no further nominations. Governors unanimously agreed to re-elect Mrs Collett-White as the Vice Chair for a two year term of office (T2 2020).

16. Any Other Urgent Business

a) Christmas Events

Governors were invited to attend any of the school's planned Christmas activities. Governors were asked to liaise with the school to book places.

Governors asked members of staff for their views on having a staff/governor get-together before the Christmas break. The AHoS appreciated governors' kind thoughts, she pointed out that the run-up to Christmas was an extremely busy time for the staff. It was suggested and agreed that the Staff Governor would liaise with staff colleagues to seek their views on the scheduling of a staff/governor get-together.

Action: DW to liaise with staff to garner their views as to when a governor/staff get-together would be most convenient for them.

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17. Confidentiality

A matter discussed at minute 8, Headteacher's Report, f) i) was deemed to be of a confidential nature and has, therefore, been recorded within the confidential minutes for the meeting.

18. Dates and Times of Future Meetings

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

- Term 3 – Monday, 14th January 2019
- Term 4 – Monday, 11th March 2019
- Term 5 – Monday, 13th May 2019
- Term 6 – Monday, 15th July 2019

The meeting closed at 3.10 p.m.

Signature: (Chair)
14th January 2019

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