



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL
MINUTES OF THE FULL GOVERNING BODY MEETING
Held at School on Thursday, 17th March 2016 at 6.30 pm

*On a voyage of discovery: together we learn,
grow and achieve*

PRESENT: John Collins (Chair), John Carroll (V.C), Claire Frost (HT), Deborah Bennett, Rev'd. Judy Darkins, Sue Mash, Rev'd. Tricia Fogden, Mark Cleverdon, Jill Double, Johanna Dadson, Oliver Walker

ATTENDING: Nick Morgan (Schools Officer, Governance), the Diocese (Agenda items 1-3)

CLERK: Jane Phillips

The meeting commenced at 6.30 pm and was quorate.

ITEM	PROCEDURAL	ACTION
	<p><u>WELCOME AND PRAYER</u></p> <p>The Chair welcomed governors and Nick Morgan of the Diocese to the meeting. The meeting was opened with a prayer.</p>	
1.	<p><u>APOLOGIES FOR ABSENCE</u></p> <p>Apologies were received and accepted for Jennifer Maynard.</p>	
2.	<p><u>DECLARATION OF BUSINESS INTEREST</u></p> <p>Sue Mash declared she was a governor of Homewood School and Sixth Form Centre.</p> <p>Claire Frost declared she was a governor of Dover Grammar School for Boys.</p> <p>There were no other declarations of business interest made against any agenda item.</p>	
3.	<p><u>EXTERNAL REVIEW OF GOVERNANCE</u></p> <p>Following the external review of governance which had taken place during April 2015, Nick Morgan (NM) asked governors how they felt the review had gone. Had it been a beneficial activity for the governing body's development? Had it helped governors to better understand their role and to do things differently as a consequence? Where was the governing body now? Governors were invited to comment.</p> <p>A governor said the review was the starting point of a period of self reflection. The way in which the governing body worked had since changed for the better.</p> <p>A governor had been pleased to note at that time that NM had identified that the governing body had 'capacity'. Governors were now fully utilising that capacity.</p> <p>A further governor said it had been extremely helpful to gain an external perspective on the effectiveness of the governing body.</p> <p>The Chair commented that the introduction of the Governor Action Plan provided a clear focus. Whilst governors had always carried out monitoring visits, it became evident that previous visits had not been as evaluative as perhaps they should.</p> <p>Through the focus visits which were aligned to the SDP, governors had since</p>	

Initials _____



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL
MINUTES OF THE FULL GOVERNING BODY MEETING
Held at School on Thursday, 17th March 2016 at 6.30 pm

*On a voyage of discovery: together we learn,
grow and achieve*

PRESENT: John Collins (Chair), John Carroll (V.C), Claire Frost (HT), Deborah Bennett, Rev'd. Judy Darkins, Sue Mash, Rev'd. Tricia Fogden, Mark Cleverdon, Jill Double, Johanna Dadson, Oliver Walker

ATTENDING: Nick Morgan (Schools Officer, Governance), the Diocese (Agenda items 1-3)

CLERK: Jane Phillips

The meeting commenced at 6.30 pm and was quorate.

ITEM	PROCEDURAL	ACTION
	<p><u>WELCOME AND PRAYER</u></p> <p>The Chair welcomed governors and Nick Morgan of the Diocese to the meeting. The meeting was opened with a prayer.</p>	
1.	<p><u>APOLOGIES FOR ABSENCE</u></p> <p>Apologies were received and accepted for Jennifer Maynard.</p>	
2.	<p><u>DECLARATION OF BUSINESS INTEREST</u></p> <p>Sue Mash declared she was a governor of Homewood School and Sixth Form Centre.</p> <p>Claire Frost declared she was a governor of Dover Grammar School for Boys.</p> <p>There were no other declarations of business interest made against any agenda item.</p>	
3.	<p><u>EXTERNAL REVIEW OF GOVERNANCE</u></p> <p>Following the external review of governance which had taken place during April 2015, Nick Morgan (NM) asked governors how they felt the review had gone. Had it been a beneficial activity for the governing body's development? Had it helped governors to better understand their role and to do things differently as a consequence? Where was the governing body now? Governors were invited to comment.</p> <p>A governor said the review was the starting point of a period of self reflection. The way in which the governing body worked had since changed for the better.</p> <p>A governor had been pleased to note at that time that NM had identified that the governing body had 'capacity'. Governors were now fully utilising that capacity.</p> <p>A further governor said it had been extremely helpful to gain an external perspective on the effectiveness of the governing body.</p> <p>The Chair commented that the introduction of the Governor Action Plan provided a clear focus. Whilst governors had always carried out monitoring visits, it became evident that previous visits had not been as evaluative as perhaps they should.</p> <p>Through the focus visits which were aligned to the SDP, governors had since</p>	

Initials _____

<p>sharpened their practice. They knew what they were looking for during a visit and what the evidence was. There had previously been an over reliance on the part of governors as to what they were told. Governors now sought evidence of any statements which were made.</p> <p>Governors were now producing concise, evaluative reports which recognised the next steps. There would be a clear idea of expectations for the next focus visit.</p> <p>Governors were in the process of working through the NGA's Twenty Questions which had become a regular agenda item for FGB meetings.</p> <p>The Chair reported that he and the Headteacher had received three visits from Tina Gimber (Governor Support and Development Officer) as part of the support package provided to the school. The comments in TG's Notes of Visits had been particularly positive.</p> <p>Sam Morgan-Price, the school's Improvement Advisor had further confirmed that she had seen an improvement in the effectiveness of the governing body.</p> <p>The Chair said that whilst NM had identified that the governing body had capacity and that there were elements which they were doing well, there were areas which required tweaking or a more substantial uplift.</p> <p>A governor wished to note that the appointment of Claire Frost as Headteacher had made a significant difference. There was now a clear vision for the school.</p> <p>NM explained that the Diocese was sent the minutes of previous full governing body meetings together with copies of Notes of Visits from the Local Authority. NM said there was a significant and notable difference to the minutes he had originally reviewed when compared to the most recent minutes. There was far more rigour in the governing body's approach as evidenced in the minutes which was further substantiated in the documents which were now being created.</p> <p>NM explained that he had been particularly keen that the governing body took on board the NGA's Twenty Questions as this could be used as a regular self-evaluation activity. Given the pace of change, it was often hard to allow time to consider where the governing body was and where it needed to change.</p> <p>NM said he had reviewed the Governor Action Plan and noted that most of the content had been or would shortly be actioned. What were the next steps? Had any time been allocated to thinking of some new ideas?</p> <p>A governor explained that all governors had recently completed the NGA skills audit. A parent survey had recently taken place. The focus visits remained ongoing and were quite time consuming for the governor pairs. The GAP was the Plan for the year and was based on the Plan which NM had provided. The actions contained therein were predominantly based on how the governing body operated. The GAP contained a number of milestones which ran from term to term. The Plan continued to be updated/amended as time progressed.</p> <p>The Chair commented that there was a need to address succession planning in due course. NM said it was vital to have a plan in place for the future.</p> <p>The Chair said that a further issue now facing the governing body was that of academisation. NM explained that the DfE were moving towards school to school support and self improving school systems. With the academies agenda, the two were coming much closer together. Following academisation, the Local Authority would have limited or little involvement in schools.</p> <p>NM noted the existing collaborations with other schools as contained in the GAP. How well were these collaborations working? Were they beneficial? This was the natural step in building the self improving, school to school support. NM was</p>	
--	--

Initials _____

<p>aware of the governing body's collaboration with Rolvenden Primary school for the purpose of joint governor panels. He was also aware of the school's involvement in the Tenterden Rural Alliance. The HT commented that she thought Wittersham CEP needed to engage in a more meaningful way with the TRA in future.</p> <p>The HT said there had been beneficial school to support during the year to build subject leadership and leadership capacity. There had been shared INSET days which would not have been possible financially otherwise given the quality of speakers during the INSET day. All HT's had attended a conference in London and held regular meetings together. If one school was facing an aspect of difficulty, how could the others help? Wittersham had particularly engaged and benefited from this during the year so far. The school was now being asked to offer support to other schools.</p> <p>NM asked if governors found the TRA governor training beneficial. The Chair said the focus of the training had predominantly been in respect of the changes to the Ofsted framework. The most recent TRA bulletin talked about multi-academy trusts. It was also noted following receipt of an email from Quentin Roper of the Diocese that there would be a governor briefing on 28th June 2016 on the Diocesan Academy Trust 'Aquila'.</p> <p>The Chair explained that the HT was working with other schools which were not within the TRA. The most recent suggestion had been that the school might work collaboratively with Repton Primary School.</p> <p>NM commented that Wittersham CEP was in a unique geographical location which meant that the obvious geographical support networks might not necessarily be the most appropriate. NM thought that this should now be at the forefront of governors' minds and that consideration should be given as to whom to engage with.</p> <p>A governor commented that the TRA were providing governor training on subject matter which the governing body had previously and independently sought training on. This confirmed that the governing body were focussing on the correct areas for training.</p> <p>NM asked the two newly appointed governors how they were finding their new roles. A governor said there was a significant amount to take on board and that she was currently finding her feet. The intention was to participate in a number of training events to support her role. NM asked if the GAP had made sense to someone who was new to the governing body. The governor said that it did make sense but not all of it. It would be unrealistic to understand all of it at this stage.</p> <p>NM asked the new governors why they had decided to come forward to become governors of the school. One said he wished to be involved. It was obvious that the school was held in high regard and formed a strong part of the community. This was also a landmark time for the school.</p> <p>NM noted that one of the key actions of the governing body was to engage with parents more. This had clearly taken place given two had been appointed as parent governors within a brief timeframe. The parent survey had taken place. NM had reviewed the governor blog earlier that day.</p> <p>NM said it was clearly evident that the initial faith he had in the governing body was fully warranted. The governing body had what was required to be effective. It was however necessary to self-reflect and to realise it.</p> <p>The Chair referenced the need to evidence the progress made by the GB following NM's review. NM was asked to provide a bullet point summary based on his perspective of the changes which had occurred given the passage of time and given that it was NM who had carried out the review. NM said he was happy to prepare an item.</p>	<p>NM</p>
---	------------------

Initials _____

	<p>NM said he would send the Chair an electronic copy of the self evaluation exercise which governors had completed at the start of the process. The document could then be used again in the future as a reassessment of where the governing body was at that time. NM explained that the headings in the original activity were the Ofsted and SIAMS descriptors specifically aimed at the assessment of a 'good' school.</p> <p>NM said governors might wish to look at the headings for an 'outstanding' school. The nature of governance was not to stand still but to think about how to improve and get to the next stage. What would need to be demonstrated in order to get to that point?</p> <p>NM said it was necessary to consider the 'so what' and 'when' within governor questions. Governors had been provided with the information. Where was the evidence and when would they see the impact? The challenge was to consider the next stage of questioning.</p> <p>The Chair thanked NM for attending the meeting.</p> <p>[NM departed at 7.05 pm.]</p>	<p>NM</p>
<p>4.</p>	<p><u>GOVERNANCE</u></p> <p><u>Membership</u></p> <p>The Clerk was pleased to report that Jill Double had been appointed for a second term as staff governor. JD's term of office would conclude on 12th March 2020.</p> <p><u>Enhanced Criminal Records Certificates for Governors</u></p> <p>The Clerk reported on the new legislation which would come into effect from 18th March 2016. All serving governors would be required to undergo a Disclosure and Barring Service (DBS) Enhanced criminal record check. All governor certificates should be in place prior to 1st September 2016.</p> <p>Further legislation would come into effect from 1st April 2016 when enhanced DBS checks were required to take place within twenty one days of the appointment of a new governor.</p> <p>DBS checks and proof of identity would be carried out by the school's Office Manager, Jo Haydon.</p> <p>The Clerk explained that under certain circumstances, existing DBS certificates were 'portable' and that Schools Personnel Service would assist in assessing whether an existing certificate was suitable. As governors were considered volunteers, SPS would charge an administrative fee of £10 per enhanced DBS check or £1.50 for a portability check. Jo Haydon would be in contact with governors in due course.</p> <p>Any governors who were in possession of a current enhanced DBS certificate were asked to present the original document to Jo Haydon.</p>	<p>Governors</p>
<p>5.</p>	<p><u>MINUTES OF THE FULL GOVERNING BODY MEETING HELD ON 9TH FEBRUARY 2016</u></p> <p>The confidential and non-confidential minutes were agreed as an accurate account of the meeting and were signed by the Chair. The signed minutes would be filed appropriately at school.</p> <p><u>Actions Arising</u></p> <p>Item 1. It had been decided not to have a specific presentation on the Shanghai approach to Maths but that a more concise presentation on the Maths curriculum would be provided by the Subject Leader, Sue Batt during the C&S Committee meeting.</p>	

Initials _____

	<p>Items 2 & 3. Governors were encouraged to join the F,F&P Committee given the need to boost membership of this committee and the further need to appoint a Vice Chair of this committee.</p> <p>Item 4. Governors were reminded to send the Chair a brief email when a focus visit had been arranged with the school. The visit would then be incorporated into the GAP.</p> <p>All other items had been completed or would be discussed during this meeting.</p>	
ITEM	SCHOOL IMPROVEMENT	
6.	<p><u>HEADTEACHER'S REPORT</u></p> <p>The HT's report was circulated in advance of the meeting (filed with the minutes). Governors were asked to submit questions directly to the HT prior to the meeting.</p> <p>A governor noted the concerns raised by parents about the safety of the school bus. Was there anything more which could/should be done to ensure the safety of children coming to school along The Street? The HT explained that the school bus was contracted by KCC rather than by the school. Given a number of concerns, the HT had been proactive in contacting the coach company to set out a number of protocols which she felt should be followed. The coach company had responded to these requests.</p> <p>In addition to the above, the KCC Community Warden had visited the school the previous day and had spoken to a number of parents about their parking both along The Street and on the zigzag lines directly outside the entrance to the school. The Community Warden intended to visit regularly and would encourage improved parking through conversations with parents. A link about the Warden's visits would also be included in the next school newsletter.</p> <p>The Warden had additionally been booked to come in and conduct road safety awareness with the children.</p> <p>A governor queried whether the coach had not been able to park where required which had necessitated the children walking further along The Street. The HT said this had only happened on one occasion. It was more a case of how parents parked and that a number of vehicles came along the road at speed when the children were being taken off or put on the coach. There were a number of protocols in place which included staff wearing high-viz jackets.</p> <p>A further governor commented that he'd observed that the bus was well managed and that the children were closely watched.</p> <p>A governor noted that the Year 1/2 teacher who had been studying the NPQSL (National Professional Qualification of Senior Leaders) would leave at the end of Term 4.The HT explained that the training had been paid for by the Tenterden Rural Alliance rather than by the school and that this staff member was in the early stages of this training. There would be no direct impact upon the school as a consequence.</p> <p>A governor noted that a Key Stage 2 appointment had been made for a September 2016 start. Which class was this appointment for? The HT explained that when all appointments had been made, particular teacher strengths would be considered when assigning teaching responsibilities. This was however a KS2 appointment.</p> <p>A governor was pleased to note that the school was very close to its attendance targets despite winter illness (0.38% from target). What impact was the pupil with 69% attendance having on the overall figures? The HT explained that this child was on a reduced timetable. It was</p>	

Initials _____

thought that this did not have a significant impact on the whole school attendance figure. It was further noted that whilst this child attracted Pupil Premium funding, there wasn't a gap in attendance between PP or non-PP children.

A governor asked how the 76 days of staff absence over the recorded period compare with the same period for 2014-15. The HT said there were no records available from the previous year. It was not possible to provide a figure for comparison. Governors were told that the HT had introduced a new protocol which required a staff member to call the HT on her mobile by 7.15 am on the morning of absence and to speak to the HT in person.

Following the statutory review of the school's website, the HT was asked to identify the 9 areas which did not meet statutory requirements. The HT reported on the essential recommendations:-

- i. To publish the percentage of pupils who have improved by 2 or more levels in reading, writing and Maths between KS1 and KS2. This had been done.
- ii. To publish a direct link to the DfE school performance website. This had been incorporated.
- iii. To publish information on how parents or other members of the public could find out more about the Curriculum the school was following and who to contact. The HT was provided as the point of contact.
- iv. To publish the name of the KS1 reading scheme (if there was more than one, then all should be named.) A statement on the school's reading scheme had been included.
- v. To publish the contact name for general enquiries. Jo Haydon's name had since been included.
- vi. To publish the amounts received for the PE and sports grant (2014-15, 2015-16) together with the impact of the spending for 2014-15. As much information as possible had been included on the website. Further information was in the process of being gathered.
- vii. To publish the amount received in PP funding for 2015-16. To publish how 2015-16 PP funding would be spent including reasons and evidence. The HT explained that the SENCO would undertake this work.
- viii. To publish the governing body's report on the SEND policy. Again the SENCO would undertake this work.
- ix. A statement had been included which stated "If, as parent of a pupil attending this school, you require a paper copy of the information on this website, we shall provide this free of charge."

A governor noted the reporting on the website of the sports funding and had expected to review something similar for PP. The HT said the Chair had since reviewed the minutes of previous meetings when the former HT had reported on the allocation of the funding. This historical information had been provided to the HT and would be incorporated into the website report.

A governor asked if the HT could provide any parental feedback on the new reporting system. The HT said there was a general open afternoon when parents had been invited to contribute on how the school did this. A summary of the comments received was circulated amongst governors (filed with the minutes).

A governor enquired as to the implications for the school of Jane Thewlis becoming an EYFS Ofsted Inspector. The HT said the positives were that JT would receive the most up-to-date CPD training. This expertise would be cascaded at school.

Initials _____

JT had been required to attend six days of training. This was thought to be CPD which would be offered to any member of staff.

Subject to the successful completion of training, a governor asked how JT's days of absence would be financed whilst undertaking an inspection. The HT explained that in such a circumstance, there would be no cost to the school for those days when JT was absent.

Whilst there were a number of positives, a governor was concerned that JT's absence might have a detrimental effect on the learning of the EYFS pupils. The HT said she would seek clarification as to the acceptable number of days of absence if JT had been intending to remain at the school for the longer term. The HT understood that Ofsted's expectation was that there would be 5 Training days per year and 16 inspection days per year. EYFS inspections would also include nursery schools. Given nursery schools were open all year round; advantage of this could be taken during the school holidays.

A governor asked what the reasons were for the significant uplift in the Year 3 progress data which followed the pupil progress meeting. The HT explained that following discussions with the school's Improvement Advisor, it had been agreed as unnecessary to base the starting point for Year 3 based on KS1 SATS outcomes. This was due to the more challenging expectations of the new curriculum which children in Year 3 needed to meet.

A governor asked what effect the external moderation of the Year 2 writing had on the teacher's own assessments. The HT explained to governors that there was a broad band of pupils who were working 'at' the expected level of progress. Whilst the overall percentages hadn't changed, some pupils were now just into the 'working at' band. There were detailed aspects of what each child needed to do as a target. There were issues with punctuation, word choice, sentence structure which if not addressed, would in the longer term stop children reaching age expectation at the end of Year 2.

A governor asked what interventions were in place or were planned to address the weaker Year 2 pupils' progress in writing. The HT commented that generally speaking, if reading was a strength, it would inform the writing. Interventions had previously been put in place for handwriting and spelling. The approach to teaching of the whole class had shifted so there was teaching themed to a whole book or subject. Dragons were provided as an example of a theme. This was considered a better way of teaching to bring out the high quality, guided writing groups. Specialist support had been put in place where a need had been identified.

A governor enquired how many pupils were now on the SEN Register. The HT reported that there were four.

A governor was pleased to note that the school was one of the fifteen schools to participate in the 'Youth Social Action Project'. How had this come about and could the HT provide governors with some more details of the project. The HT explained the opportunity had arisen through the school's involvement in the Tenterden Rural Alliance. Given a clash of dates for the school, there was currently a query as to whether the school would now participate. The HT would advise governors in due course.

A Review of an Anonymised Performance Management Report

Governors were provided with an example of an anonymised 'Planning Statement for 2015 - 2016 Appraisal Objectives' summary document prior to the meeting (filed with the minutes). The document was in respect of one teacher. The HT explained that for a teacher who was on the upper pay scale (UPS) threshold, there would be higher expectations as regards their targets.

The Chair commented that the performance targets were in line with the

Initials _____

	<p>priorities contained in the School Development Plan.</p> <p>A governor enquired as to the process to agree targets. The HT said she had met with staff during September 2015 when targets had been set. The rationale behind these targets had been explained to staff. The new format for staff appraisals had been introduced at that time. An assessment would be made during the mid-term review as to progress against those targets. This would take place at the beginning of term 5.</p> <p>The HT commented that the targets were considered as ambitious and went beyond the expectation of delivering the core responsibility. If these targets weren't met, this would not necessarily mean a staff member had failed because evidence would be brought forward to show what had been done to meet these targets.</p> <p>A governor asked if staff fully embraced this method of assessment. The HT thought they were. Staff understood the rationale behind the assessment and that it was aligned with the SDP. The tracking and data provided the basis from which the targets were set.</p> <p>The HT further explained that the TAs had also been provided with more ambitious targets which were more pupil based and again linked to the SDP. It had also been explained that they would be required to provide evidence during their mid-term reviews. The HT said she had met with TAs earlier that week when whole school data had been thoroughly reviewed. The TAs had found the session both interesting and informative.</p>	
7.	<p><u>OFSTED/SEF/ SCHOOL DEVELOPMENT PLAN 2015-2016</u></p> <p>The HT explained that she intended to carry out a full update of the SDP which would then be sent to governors.</p>	
8.	<p><u>GOVERNOR ACTION PLAN</u></p> <p><u>Focus Visits Since the Last Meeting</u></p> <p>The Chair reported that focus visits had taken place within all areas since the last governing body meeting. Visit reports were currently at various stages of preparation. Following review by the HT, the Clerk would circulate the reports to governors. Governors were reminded to include the evidence in green type so that it was clearly evident. The next steps were to be highlighted in red.</p> <p><u>Monitoring Priorities for Term 5</u></p> <p>Governors were in possession of the focus visit calendar as prepared by the HT. Governors were asked to arrange their Term 5 visits. If possible, governors were encouraged to keep within the timeframe for visits as previously stipulated.</p> <p><u>Parent Survey</u></p> <p>The findings of the parent survey had previously been circulated to governors (filed with the minutes).</p> <p>The Chair reported that there had been a particularly good response to the parent questionnaire (56%) and many positive comments had been received.</p> <p>Governors were told that the school's website now contained a direct link to Ofsted's 'Parent View' which would be reviewed by Ofsted prior to their undertaking an inspection. It was noted that the completed parent questionnaire was based on the Parent View questions with the additional of further questions which governors had requested be included.</p> <p>Governors were pleased to note that with the exception of one or two statements, 90% or more of parents either agreed or strongly agreed with the statements in the questionnaire.</p>	Governors

Initials _____

	<p>The Chair provided a summary of those parent comments reflecting more than two responders.</p> <ul style="list-style-type: none"> • There was a need to increase the number and range of add-on sports and general clubs and other experiences. This included more clubs for younger children. • The school needed to provide more challenging opportunities for the more able pupils. • A few parents thought the parent consultation slot of 5 minutes was too brief. • Car parking was an issue. • Holiday homework was queried given it didn't appear to be relevant to the work in class and was a standalone piece of work. • There was a suggestion to change the lunch menu given it was not thought to be very exciting/appetising. • There should be different days and times for parent workshops. • Letters should be sent home in envelopes. • There should be an open classroom morning. • There should be interactive links on the school's website for Maths and Literacy. • The school's sports kit could be more exciting. <p>The Chair said both he and the HT would provide feedback to parents in due course.</p> <p>Governors discussed raising the profile of the governing body and their possible attendance of an open day with parents. A number of suggestions were discussed.</p> <p>A governor suggested having a class governor who would attend an open morning for their designated class during the Summer term. However it was thought that an individual governor would not be able to fully engage with a parent about a specific child.</p> <p>It was noted that there was a protocol to follow if a parent wished to raise a particular concern and that the correct channel was to approach the HT in the first instance.</p> <p>Governors agreed that a more up-to-date group picture of the governing body was required for the school's website given a number of changes to membership. It was also thought that individual photos of governors should be displayed in a prominent place at school.</p>	
<p>9.</p>	<p><u>SIAMS SELF EVALUATION</u></p> <p>Rev'd JD reported that she had been working with Jo O'Flaherty to prepare the SIAMS self evaluation document. All areas had now been completed and included the evidence of impact. Rev'd JD said she would send an electronic copy to the HT for review over the Easter holidays. Governors would be sent a copy in due course.</p> <p>Governors wished to thank Rev'd JD for the work she'd undertaken on the SIAMS self evaluation.</p>	<p>JD</p>
<p>10.</p>	<p><u>COMMITTEE REPORTS</u></p> <p>The minutes of the Curriculum & Standards Committee meeting of 25th February 2016 were circulated as a supporting paper for the meeting. The Chair provided a brief summary to governors:-</p> <ul style="list-style-type: none"> • Sue Batt had provided a concise and informative Maths presentation. • The HT had provided a verbal report to governors. • The Term 3 Target Tracker data had been thoroughly reviewed. • The C&S meetings of next year would take place a week later to enable the Pupil Progress meetings to take place beforehand. 	

Initials _____

	<ul style="list-style-type: none"> • The pupils were now at the mid-point for the year. Governors were looking for three steps of progress. • The early morning intervention strategies for EYFS and KS1 had been discussed. • The SDP and GAP had been reviewed. • The HT provided governors with an update on Safeguarding issues. • The SEN policy was agreed as adopted and was now on the school's website. • A new Teaching and Learning policy had been adopted. 	
11.	<p><u>FINANCE</u></p> <p><u>Schools Financial Values Standards Submission</u></p> <p>The SFVS assessment form was circulated to governors in advance of the meeting (filed with the minutes).</p> <p>The Chair explained that the submission of the previous year had been reviewed and updated as required. There was a 'yes' response to all questions with the exception of question 13. Governors were told that the outturn figure for 2015-16 financial year was not in line with the original budget prediction given a number of staffing issues which had occurred during this financial year. The 9 month budget monitoring had predicted a deficit of £3,811. The HT reported that following Schools Financial Services (SFS) recent visit to school, there was an in-year deficit (£19,000) and a more favourable rollover of £14,500 now predicted.</p> <p>The Chair explained that the response to question 13 would remain as 'no' given the budget had predicted a larger surplus at the end of the 2015-16 financial year. The SFVS would be revised to show the new rollover figure.</p> <p>Governors agreed the submission of the SFVS following minor revision. The SFVS would be submitted within the designated timeframe.</p>	Decision
12.	<p><u>POLICIES</u></p> <p>The Accessibility Plan and Prospectus were circulated prior to the meeting (filed with the minutes).</p> <p><u>Accessibility Plan</u></p> <p>The HT reported that Jill Double was currently in the process of reviewing the Accessibility Plan. This policy would be carried over to the next meeting.</p> <p><u>Allegations of Abuse</u></p> <p>This policy would be deferred to a future meeting.</p> <p><u>School Prospectus</u></p> <p>The HT explained that staff names had been updated within the Prospectus but that further work was required on the document to further enhance content.</p> <p>A governor thought the current photographs were remiss in providing a true feel of the school given the school provided a colourful and vibrant environment in which pupils could study. The HT agreed that the Prospectus was rather dated in appearance. This would be addressed.</p> <p>Governors understood that this was a work in progress but that details about staff and governors were correct. The Chair asked governors to send comments and suggestions directly to the HT. The HT was keen to receive governor input as to how the Prospectus might be improved.</p> <p>It was agreed that the Prospectus would be reviewed again during a future meeting.</p>	Clerk Governors
13.	<p><u>NGA 20 QUESTIONS</u></p> <p><i>"What benefit does the school draw from collaboration with other schools and</i></p>	

Initials _____

	<p><i>other sectors locally and nationally?"</i></p> <p>The Chair provided the two questions which required addressing:-</p> <ul style="list-style-type: none"> • Do we have genuine involvement in collaborative arrangements? • How do we monitor whether our collaborative work is effective and improves outcomes for children in our school? <p>The evidence to support this area would include:-</p> <ul style="list-style-type: none"> • A Terms of Reference for any collaborative Committees and minutes of the relevant meetings. • Headteacher reports on collaborations and minutes of discussions surrounding this. • School Development Plans which addressed enhancing collaboration. <p>Governors commented as follows:-</p> <ul style="list-style-type: none"> • The school was a member of the Tenterden Rural Alliance which consisted of eleven schools. The HT had taken advantage of TRA school to school support during the current academic year. • There was an opportunity to participate in TRA bespoke governor training events. The current TRA focus was upon Multi Academy Trusts (MATs). <p>The Chair commented that for those C.E primary schools who were considering entering into a MAT, there was the additional need to ensure that the Christian values and distinctiveness of the school would remain thereafter.</p> <ul style="list-style-type: none"> • TRA governor training provided governors with the opportunity to network and work alongside other governors from within the TRA. • There was an informal collaboration with Pluckley and Smarden Primary Schools on the moderation of pupils' work. • The school had received school to school support from Sandgate Primary School, a National Support School. • The HT was in receipt of mentoring support from the Headteacher of Repton Manor Primary School in Ashford. The Chair wished to explore an informal collaboration with the school's governing body and intended to meet with the Chair of their governing body to discuss this further. <p>The HT proposed and governors agreed that in future, the HT would include a section within her report on Wittersham CEP's collaboration with other schools.</p> <p>The Chair informed the meeting that he has produced an Evidence Matrix for the NGA questions which will be updated and sent to governors as each question is considered. This will provide a useful record of our ongoing self – evaluation and provide indicators for our next action plan.</p>	HT
14.	<p><u>GOVERNOR TRAINING AND DEVELOPMENT</u></p> <p><u>NGA Skills Audit Summary</u></p> <p>Following the completion of the NGA skills audit questionnaire, a summary of the findings was circulated amongst governors prior to the meeting (filed with the minutes). The Chair thanked governors for their input.</p> <p>Governors were asked to review the overall numbers for those criteria which were considered as 'essential' or 'desirable' skills. It was thought that most areas were sufficiently covered from within the governing body with perhaps the exception of 'Financial Oversight'. The Clerk commented that this was not uncommon amongst GB's. The Chair encouraged further governors to join the F, F&P Committee given this would build upon their skills base.</p> <p>Individual governor training needs would be further addressed via Kent CPD</p>	

John Collins 11/4/2016 09:22

Deleted: .

Initials _____

	Online, and GEL Online. Governors noted that a book scrutiny would take place at the start of the next FGB meeting. The Clerk would add this to the agenda of the May 2016 meeting.	Clerk
ITEM	OTHER	
15.	<u>CHAIR'S ACTIONS / CORRESPONDENCE</u> The Chair had previously reported that Tina Gimber (GSDO) had met with the Chair and HT on 1 st March 2016. Her subsequent Note of Visit was considered positive and would be fed into the next Joint Review Meeting. The Chair said he would report further on this during the next FGB meeting.	
16.	<u>ANY OTHER URGENT BUSINESS</u> A staff governor reported that Jo O'Flaherty's leaving assembly would take place on Thursday, 24 th March 2016 at 2 pm. Governors were invited to attend.	
17.	<u>CONFIDENTIALITY</u> There were no items which were considered as confidential.	
18.	<u>DATE OF THE NEXT MEETING</u> The next meeting would take place on Thursday, 19th May 2016 at 6.30 pm. The 3 Year Budget Plan would be ratified at that time.	

The meeting concluded at 8.34 pm

Signed:.....
(Chair)

Date:

ACTION SUMMARY

Action Item	Agenda Item	Governor/ HT/DHT/ Clerk	Action
1.	3.	N. Morgan	To provide the Chair with a bullet point summary on his perspective of the improvements made by the governing body since undertaking a self-review.
2.	4.	Governors	To present their original enhanced DBS certificate to Jo Haydon if applicable.
3.	8.	Governors	To arrange Term 5 focus visits and to advise the Chair of dates of visits.
4.	9.	Rev'd JD	To send the HT an electronic copy of the SIAMS self evaluation document for review.
5.	12.	Clerk	To include a review of the Accessibility Plan within the agenda of the May 2016 FGB meeting.
6.	12.	Governors	To provide the HT with feedback and comments on the content of the school's Prospectus.
7.	14.	Clerk	To include a book scrutiny as an agenda item for the May FGB meeting.

Initials _____

	<p>sharpened their practice. They knew what they were looking for during a visit and what the evidence was. There had previously been an over reliance on the part of governors as to what they were told. Governors now sought evidence of any statements which were made.</p> <p>Governors were now producing concise, evaluative reports which recognised the next steps. There would be a clear idea of expectations for the next focus visit.</p> <p>Governors were in the process of working through the NGA's Twenty Questions which had become a regular agenda item for FGB meetings.</p> <p>The Chair reported that he and the Headteacher had received three visits from Tina Gimber (Governor Support and Development Officer) as part of the support package provided to the school. The comments in TG's Notes of Visits had been particularly positive.</p> <p>Sam Morgan-Price, the school's Improvement Advisor had further confirmed that she had seen an improvement in the effectiveness of the governing body.</p> <p>The Chair said that whilst NM had identified that the governing body had capacity and that there were elements which they were doing well, there were areas which required tweaking or a more substantial uplift.</p> <p>A governor wished to note that the appointment of Claire Frost as Headteacher had made a significant difference. There was now a clear vision for the school.</p> <p>NM explained that the Diocese was sent the minutes of previous full governing body meetings together with copies of Notes of Visits from the Local Authority. NM said there was a significant and notable difference to the minutes he had originally reviewed when compared to the most recent minutes. There was far more rigour in the governing body's approach as evidenced in the minutes which was further substantiated in the documents which were now being created.</p> <p>NM explained that he had been particularly keen that the governing body took on board the NGA's Twenty Questions as this could be used as a regular self-evaluation activity. Given the pace of change, it was often hard to allow time to consider where the governing body was and where it needed to change.</p> <p>NM said he had reviewed the Governor Action Plan and noted that most of the content had been or would shortly be actioned. What were the next steps? Had any time been allocated to thinking of some new ideas?</p> <p>A governor explained that all governors had recently completed the NGA skills audit. A parent survey had recently taken place. The focus visits remained ongoing and were quite time consuming for the governor pairs. The GAP was the Plan for the year and was based on the Plan which NM had provided. The actions contained therein were predominantly based on how the governing body operated. The GAP contained a number of milestones which ran from term to term. The Plan continued to be updated/amended as time progressed.</p> <p>The Chair commented that there was a need to address succession planning in due course. NM said it was vital to have a plan in place for the future.</p> <p>The Chair said that a further issue now facing the governing body was that of academisation. NM explained that the DfE were moving towards school to school support and self improving school systems. With the academies agenda, the two were coming much closer together. Following academisation, the Local Authority would have limited or little involvement in schools.</p> <p>NM noted the existing collaborations with other schools as contained in the GAP. How well were these collaborations working? Were they beneficial? This was the natural step in building the self improving, school to school support. NM was</p>	
--	--	--

Initials _____

<p>aware of the governing body's collaboration with Rolvenden Primary school for the purpose of joint governor panels. He was also aware of the school's involvement in the Tenterden Rural Alliance. The HT commented that she thought Wittersham CEP needed to engage in a more meaningful way with the TRA in future.</p> <p>The HT said there had been beneficial school to support during the year to build subject leadership and leadership capacity. There had been shared INSET days which would not have been possible financially otherwise given the quality of speakers during the INSET day. All HT's had attended a conference in London and held regular meetings together. If one school was facing an aspect of difficulty, how could the others help? Wittersham had particularly engaged and benefited from this during the year so far. The school was now being asked to offer support to other schools.</p> <p>NM asked if governors found the TRA governor training beneficial. The Chair said the focus of the training had predominantly been in respect of the changes to the Ofsted framework. The most recent TRA bulletin talked about multi-academy trusts. It was also noted following receipt of an email from Quentin Roper of the Diocese that there would be a governor briefing on 28th June 2016 on the Diocesan Academy Trust 'Aquila'.</p> <p>The Chair explained that the HT was working with other schools which were not within the TRA. The most recent suggestion had been that the school might work collaboratively with Repton Primary School.</p> <p>NM commented that Wittersham CEP was in a unique geographical location which meant that the obvious geographical support networks might not necessarily be the most appropriate. NM thought that this should now be at the forefront of governors' minds and that consideration should be given as to whom to engage with.</p> <p>A governor commented that the TRA were providing governor training on subject matter which the governing body had previously and independently sought training on. This confirmed that the governing body were focussing on the correct areas for training.</p> <p>NM asked the two newly appointed governors how they were finding their new roles. A governor said there was a significant amount to take on board and that she was currently finding her feet. The intention was to participate in a number of training events to support her role. NM asked if the GAP had made sense to someone who was new to the governing body. The governor said that it did make sense but not all of it. It would be unrealistic to understand all of it at this stage.</p> <p>NM asked the new governors why they had decided to come forward to become governors of the school. One said he wished to be involved. It was obvious that the school was held in high regard and formed a strong part of the community. This was also a landmark time for the school.</p> <p>NM noted that one of the key actions of the governing body was to engage with parents more. This had clearly taken place given two had been appointed as parent governors within a brief timeframe. The parent survey had taken place. NM had reviewed the governor blog earlier that day.</p> <p>NM said it was clearly evident that the initial faith he had in the governing body was fully warranted. The governing body had what was required to be effective. It was however necessary to self-reflect and to realise it.</p> <p>The Chair referenced the need to evidence the progress made by the GB following NM's review. NM was asked to provide a bullet point summary based on his perspective of the changes which had occurred given the passage of time and given that it was NM who had carried out the review. NM said he was happy to prepare an item.</p>	<p>NM</p>
---	------------------

Initials _____

	<p>NM said he would send the Chair an electronic copy of the self evaluation exercise which governors had completed at the start of the process. The document could then be used again in the future as a reassessment of where the governing body was at that time. NM explained that the headings in the original activity were the Ofsted and SIAMS descriptors specifically aimed at the assessment of a 'good' school.</p> <p>NM said governors might wish to look at the headings for an 'outstanding' school. The nature of governance was not to stand still but to think about how to improve and get to the next stage. What would need to be demonstrated in order to get to that point?</p> <p>NM said it was necessary to consider the 'so what' and 'when' within governor questions. Governors had been provided with the information. Where was the evidence and when would they see the impact? The challenge was to consider the next stage of questioning.</p> <p>The Chair thanked NM for attending the meeting.</p> <p>[NM departed at 7.05 pm.]</p>	<p>NM</p>
<p>4.</p>	<p><u>GOVERNANCE</u></p> <p><u>Membership</u></p> <p>The Clerk was pleased to report that Jill Double had been appointed for a second term as staff governor. JD's term of office would conclude on 12th March 2020.</p> <p><u>Enhanced Criminal Records Certificates for Governors</u></p> <p>The Clerk reported on the new legislation which would come into effect from 18th March 2016. All serving governors would be required to undergo a Disclosure and Barring Service (DBS) Enhanced criminal record check. All governor certificates should be in place prior to 1st September 2016.</p> <p>Further legislation would come into effect from 1st April 2016 when enhanced DBS checks were required to take place within twenty one days of the appointment of a new governor.</p> <p>DBS checks and proof of identity would be carried out by the school's Office Manager, Jo Haydon.</p> <p>The Clerk explained that under certain circumstances, existing DBS certificates were 'portable' and that Schools Personnel Service would assist in assessing whether an existing certificate was suitable. As governors were considered volunteers, SPS would charge an administrative fee of £10 per enhanced DBS check or £1.50 for a portability check. Jo Haydon would be in contact with governors in due course.</p> <p>Any governors who were in possession of a current enhanced DBS certificate were asked to present the original document to Jo Haydon.</p>	<p>Governors</p>
<p>5.</p>	<p><u>MINUTES OF THE FULL GOVERNING BODY MEETING HELD ON 9TH FEBRUARY 2016</u></p> <p>The confidential and non-confidential minutes were agreed as an accurate account of the meeting and were signed by the Chair. The signed minutes would be filed appropriately at school.</p> <p><u>Actions Arising</u></p> <p>Item 1. It had been decided not to have a specific presentation on the Shanghai approach to Maths but that a more concise presentation on the Maths curriculum would be provided by the Subject Leader, Sue Batt during the C&S Committee meeting.</p>	

Initials _____

	<p>Items 2 & 3. Governors were encouraged to join the F,F&P Committee given the need to boost membership of this committee and the further need to appoint a Vice Chair of this committee.</p> <p>Item 4. Governors were reminded to send the Chair a brief email when a focus visit had been arranged with the school. The visit would then be incorporated into the GAP.</p> <p>All other items had been completed or would be discussed during this meeting.</p>	
ITEM	SCHOOL IMPROVEMENT	
6.	<p><u>HEADTEACHER'S REPORT</u></p> <p>The HT's report was circulated in advance of the meeting (filed with the minutes). Governors were asked to submit questions directly to the HT prior to the meeting.</p> <p>A governor noted the concerns raised by parents about the safety of the school bus. Was there anything more which could/should be done to ensure the safety of children coming to school along The Street? The HT explained that the school bus was contracted by KCC rather than by the school. Given a number of concerns, the HT had been proactive in contacting the coach company to set out a number of protocols which she felt should be followed. The coach company had responded to these requests.</p> <p>In addition to the above, the KCC Community Warden had visited the school the previous day and had spoken to a number of parents about their parking both along The Street and on the zigzag lines directly outside the entrance to the school. The Community Warden intended to visit regularly and would encourage improved parking through conversations with parents. A link about the Warden's visits would also be included in the next school newsletter.</p> <p>The Warden had additionally been booked to come in and conduct road safety awareness with the children.</p> <p>A governor queried whether the coach had not been able to park where required which had necessitated the children walking further along The Street. The HT said this had only happened on one occasion. It was more a case of how parents parked and that a number of vehicles came along the road at speed when the children were being taken off or put on the coach. There were a number of protocols in place which included staff wearing high-viz jackets.</p> <p>A further governor commented that he'd observed that the bus was well managed and that the children were closely watched.</p> <p>A governor noted that the Year 1/2 teacher who had been studying the NPQSL (National Professional Qualification of Senior Leaders) would leave at the end of Term 4.The HT explained that the training had been paid for by the Tenterden Rural Alliance rather than by the school and that this staff member was in the early stages of this training. There would be no direct impact upon the school as a consequence.</p> <p>A governor noted that a Key Stage 2 appointment had been made for a September 2016 start. Which class was this appointment for? The HT explained that when all appointments had been made, particular teacher strengths would be considered when assigning teaching responsibilities. This was however a KS2 appointment.</p> <p>A governor was pleased to note that the school was very close to its attendance targets despite winter illness (0.38% from target). What impact was the pupil with 69% attendance having on the overall figures? The HT explained that this child was on a reduced timetable. It was</p>	

Initials _____

thought that this did not have a significant impact on the whole school attendance figure. It was further noted that whilst this child attracted Pupil Premium funding, there wasn't a gap in attendance between PP or non-PP children.

A governor asked how the 76 days of staff absence over the recorded period compare with the same period for 2014-15. The HT said there were no records available from the previous year. It was not possible to provide a figure for comparison. Governors were told that the HT had introduced a new protocol which required a staff member to call the HT on her mobile by 7.15 am on the morning of absence and to speak to the HT in person.

Following the statutory review of the school's website, the HT was asked to identify the 9 areas which did not meet statutory requirements. The HT reported on the essential recommendations:-

- i. To publish the percentage of pupils who have improved by 2 or more levels in reading, writing and Maths between KS1 and KS2. This had been done.
- ii. To publish a direct link to the DfE school performance website. This had been incorporated.
- iii. To publish information on how parents or other members of the public could find out more about the Curriculum the school was following and who to contact. The HT was provided as the point of contact.
- iv. To publish the name of the KS1 reading scheme (if there was more than one, then all should be named.) A statement on the school's reading scheme had been included.
- v. To publish the contact name for general enquiries. Jo Haydon's name had since been included.
- vi. To publish the amounts received for the PE and sports grant (2014-15, 2015-16) together with the impact of the spending for 2014-15. As much information as possible had been included on the website. Further information was in the process of being gathered.
- vii. To publish the amount received in PP funding for 2015-16. To publish how 2015-16 PP funding would be spent including reasons and evidence. The HT explained that the SENCO would undertake this work.
- viii. To publish the governing body's report on the SEND policy. Again the SENCO would undertake this work.
- ix. A statement had been included which stated "If, as parent of a pupil attending this school, you require a paper copy of the information on this website, we shall provide this free of charge."

A governor noted the reporting on the website of the sports funding and had expected to review something similar for PP. The HT said the Chair had since reviewed the minutes of previous meetings when the former HT had reported on the allocation of the funding. This historical information had been provided to the HT and would be incorporated into the website report.

A governor asked if the HT could provide any parental feedback on the new reporting system. The HT said there was a general open afternoon when parents had been invited to contribute on how the school did this. A summary of the comments received was circulated amongst governors (filed with the minutes).

A governor enquired as to the implications for the school of Jane Thewlis becoming an EYFS Ofsted Inspector. The HT said the positives were that JT would receive the most up-to-date CPD training. This expertise would be cascaded at school.

Initials _____

JT had been required to attend six days of training. This was thought to be CPD which would be offered to any member of staff.

Subject to the successful completion of training, a governor asked how JT's days of absence would be financed whilst undertaking an inspection. The HT explained that in such a circumstance, there would be no cost to the school for those days when JT was absent.

Whilst there were a number of positives, a governor was concerned that JT's absence might have a detrimental effect on the learning of the EYFS pupils. The HT said she would seek clarification as to the acceptable number of days of absence if JT had been intending to remain at the school for the longer term. The HT understood that Ofsted's expectation was that there would be 5 Training days per year and 16 inspection days per year. EYFS inspections would also include nursery schools. Given nursery schools were open all year round; advantage of this could be taken during the school holidays.

A governor asked what the reasons were for the significant uplift in the Year 3 progress data which followed the pupil progress meeting. The HT explained that following discussions with the school's Improvement Advisor, it had been agreed as unnecessary to base the starting point for Year 3 based on KS1 SATS outcomes. This was due to the more challenging expectations of the new curriculum which children in Year 3 needed to meet.

A governor asked what effect the external moderation of the Year 2 writing had on the teacher's own assessments. The HT explained to governors that there was a broad band of pupils who were working 'at' the expected level of progress. Whilst the overall percentages hadn't changed, some pupils were now just into the 'working at' band. There were detailed aspects of what each child needed to do as a target. There were issues with punctuation, word choice, sentence structure which if not addressed, would in the longer term stop children reaching age expectation at the end of Year 2.

A governor asked what interventions were in place or were planned to address the weaker Year 2 pupils' progress in writing. The HT commented that generally speaking, if reading was a strength, it would inform the writing. Interventions had previously been put in place for handwriting and spelling. The approach to teaching of the whole class had shifted so there was teaching themed to a whole book or subject. Dragons were provided as an example of a theme. This was considered a better way of teaching to bring out the high quality, guided writing groups. Specialist support had been put in place where a need had been identified.

A governor enquired how many pupils were now on the SEN Register. The HT reported that there were four.

A governor was pleased to note that the school was one of the fifteen schools to participate in the 'Youth Social Action Project'. How had this come about and could the HT provide governors with some more details of the project. The HT explained the opportunity had arisen through the school's involvement in the Tenterden Rural Alliance. Given a clash of dates for the school, there was currently a query as to whether the school would now participate. The HT would advise governors in due course.

A Review of an Anonymised Performance Management Report

Governors were provided with an example of an anonymised 'Planning Statement for 2015 - 2016 Appraisal Objectives' summary document prior to the meeting (filed with the minutes). The document was in respect of one teacher. The HT explained that for a teacher who was on the upper pay scale (UPS) threshold, there would be higher expectations as regards their targets.

The Chair commented that the performance targets were in line with the

Initials _____

	<p>priorities contained in the School Development Plan.</p> <p>A governor enquired as to the process to agree targets. The HT said she had met with staff during September 2015 when targets had been set. The rationale behind these targets had been explained to staff. The new format for staff appraisals had been introduced at that time. An assessment would be made during the mid-term review as to progress against those targets. This would take place at the beginning of term 5.</p> <p>The HT commented that the targets were considered as ambitious and went beyond the expectation of delivering the core responsibility. If these targets weren't met, this would not necessarily mean a staff member had failed because evidence would be brought forward to show what had been done to meet these targets.</p> <p>A governor asked if staff fully embraced this method of assessment. The HT thought they were. Staff understood the rationale behind the assessment and that it was aligned with the SDP. The tracking and data provided the basis from which the targets were set.</p> <p>The HT further explained that the TAs had also been provided with more ambitious targets which were more pupil based and again linked to the SDP. It had also been explained that they would be required to provide evidence during their mid-term reviews. The HT said she had met with TAs earlier that week when whole school data had been thoroughly reviewed. The TAs had found the session both interesting and informative.</p>	
7.	<p><u>OFSTED/SEF/ SCHOOL DEVELOPMENT PLAN 2015-2016</u></p> <p>The HT explained that she intended to carry out a full update of the SDP which would then be sent to governors.</p>	
8.	<p><u>GOVERNOR ACTION PLAN</u></p> <p><u>Focus Visits Since the Last Meeting</u></p> <p>The Chair reported that focus visits had taken place within all areas since the last governing body meeting. Visit reports were currently at various stages of preparation. Following review by the HT, the Clerk would circulate the reports to governors. Governors were reminded to include the evidence in green type so that it was clearly evident. The next steps were to be highlighted in red.</p> <p><u>Monitoring Priorities for Term 5</u></p> <p>Governors were in possession of the focus visit calendar as prepared by the HT. Governors were asked to arrange their Term 5 visits. If possible, governors were encouraged to keep within the timeframe for visits as previously stipulated.</p> <p><u>Parent Survey</u></p> <p>The findings of the parent survey had previously been circulated to governors (filed with the minutes).</p> <p>The Chair reported that there had been a particularly good response to the parent questionnaire (56%) and many positive comments had been received.</p> <p>Governors were told that the school's website now contained a direct link to Ofsted's 'Parent View' which would be reviewed by Ofsted prior to their undertaking an inspection. It was noted that the completed parent questionnaire was based on the Parent View questions with the additional of further questions which governors had requested be included.</p> <p>Governors were pleased to note that with the exception of one or two statements, 90% or more of parents either agreed or strongly agreed with the statements in the questionnaire.</p>	Governors

Initials _____

	<p>The Chair provided a summary of those parent comments reflecting more than two responders.</p> <ul style="list-style-type: none"> • There was a need to increase the number and range of add-on sports and general clubs and other experiences. This included more clubs for younger children. • The school needed to provide more challenging opportunities for the more able pupils. • A few parents thought the parent consultation slot of 5 minutes was too brief. • Car parking was an issue. • Holiday homework was queried given it didn't appear to be relevant to the work in class and was a standalone piece of work. • There was a suggestion to change the lunch menu given it was not thought to be very exciting/appetising. • There should be different days and times for parent workshops. • Letters should be sent home in envelopes. • There should be an open classroom morning. • There should be interactive links on the school's website for Maths and Literacy. • The school's sports kit could be more exciting. <p>The Chair said both he and the HT would provide feedback to parents in due course.</p> <p>Governors discussed raising the profile of the governing body and their possible attendance of an open day with parents. A number of suggestions were discussed.</p> <p>A governor suggested having a class governor who would attend an open morning for their designated class during the Summer term. However it was thought that an individual governor would not be able to fully engage with a parent about a specific child.</p> <p>It was noted that there was a protocol to follow if a parent wished to raise a particular concern and that the correct channel was to approach the HT in the first instance.</p> <p>Governors agreed that a more up-to-date group picture of the governing body was required for the school's website given a number of changes to membership. It was also thought that individual photos of governors should be displayed in a prominent place at school.</p>	
<p>9.</p>	<p><u>SIAMS SELF EVALUATION</u></p> <p>Rev'd JD reported that she had been working with Jo O'Flaherty to prepare the SIAMS self evaluation document. All areas had now been completed and included the evidence of impact. Rev'd JD said she would send an electronic copy to the HT for review over the Easter holidays. Governors would be sent a copy in due course.</p> <p>Governors wished to thank Rev'd JD for the work she'd undertaken on the SIAMS self evaluation.</p>	<p>JD</p>
<p>10.</p>	<p><u>COMMITTEE REPORTS</u></p> <p>The minutes of the Curriculum & Standards Committee meeting of 25th February 2016 were circulated as a supporting paper for the meeting. The Chair provided a brief summary to governors:-</p> <ul style="list-style-type: none"> • Sue Batt had provided a concise and informative Maths presentation. • The HT had provided a verbal report to governors. • The Term 3 Target Tracker data had been thoroughly reviewed. • The C&S meetings of next year would take place a week later to enable the Pupil Progress meetings to take place beforehand. 	

Initials _____

	<ul style="list-style-type: none"> The pupils were now at the mid-point for the year. Governors were looking for three steps of progress. The early morning intervention strategies for EYFS and KS1 had been discussed. The SDP and GAP had been reviewed. The HT provided governors with an update on Safeguarding issues. The SEN policy was agreed as adopted and was now on the school's website. A new Teaching and Learning policy had been adopted. 	
11.	<p><u>FINANCE</u></p> <p><u>Schools Financial Values Standards Submission</u></p> <p>The SFVS assessment form was circulated to governors in advance of the meeting (filed with the minutes).</p> <p>The Chair explained that the submission of the previous year had been reviewed and updated as required. There was a 'yes' response to all questions with the exception of question 13. Governors were told that the outturn figure for 2015-16 financial year was not in line with the original budget prediction given a number of staffing issues which had occurred during this financial year. The 9 month budget monitoring had predicted a deficit of £3,811. The HT reported that following Schools Financial Services (SFS) recent visit to school, there was an in-year deficit (£19,000) and a more favourable rollover of £14,500 now predicted.</p> <p>The Chair explained that the response to question 13 would remain as 'no' given the budget had predicted a larger surplus at the end of the 2015-16 financial year. The SFVS would be revised to show the new rollover figure.</p> <p>Governors agreed the submission of the SFVS following minor revision. The SFVS would be submitted within the designated timeframe.</p>	Decision
12.	<p><u>POLICIES</u></p> <p>The Accessibility Plan and Prospectus were circulated prior to the meeting (filed with the minutes).</p> <p><u>Accessibility Plan</u></p> <p>The HT reported that Jill Double was currently in the process of reviewing the Accessibility Plan. This policy would be carried over to the next meeting.</p> <p><u>Allegations of Abuse</u></p> <p>This policy would be deferred to a future meeting.</p> <p><u>School Prospectus</u></p> <p>The HT explained that staff names had been updated within the Prospectus but that further work was required on the document to further enhance content.</p> <p>A governor thought the current photographs were remiss in providing a true feel of the school given the school provided a colourful and vibrant environment in which pupils could study. The HT agreed that the Prospectus was rather dated in appearance. This would be addressed.</p> <p>Governors understood that this was a work in progress but that details about staff and governors were correct. The Chair asked governors to send comments and suggestions directly to the HT. The HT was keen to receive governor input as to how the Prospectus might be improved.</p> <p>It was agreed that the Prospectus would be reviewed again during a future meeting.</p>	Clerk Governors
13.	<p><u>NGA 20 QUESTIONS</u></p> <p><i>"What benefit does the school draw from collaboration with other schools and</i></p>	

Initials _____

	<p><i>other sectors locally and nationally?"</i></p> <p>The Chair provided the two questions which required addressing:-</p> <ul style="list-style-type: none"> • Do we have genuine involvement in collaborative arrangements? • How do we monitor whether our collaborative work is effective and improves outcomes for children in our school? <p>The evidence to support this area would include:-</p> <ul style="list-style-type: none"> • A Terms of Reference for any collaborative Committees and minutes of the relevant meetings. • Headteacher reports on collaborations and minutes of discussions surrounding this. • School Development Plans which addressed enhancing collaboration. <p>Governors commented as follows:-</p> <ul style="list-style-type: none"> • The school was a member of the Tenterden Rural Alliance which consisted of eleven schools. The HT had taken advantage of TRA school to school support during the current academic year. • There was an opportunity to participate in TRA bespoke governor training events. The current TRA focus was upon Multi Academy Trusts (MATs). <p>The Chair commented that for those C.E primary schools who were considering entering into a MAT, there was the additional need to ensure that the Christian values and distinctiveness of the school would remain thereafter.</p> <ul style="list-style-type: none"> • TRA governor training provided governors with the opportunity to network and work alongside other governors from within the TRA. • There was an informal collaboration with Pluckley and Smarden Primary Schools on the moderation of pupils' work. • The school had received school to school support from Sandgate Primary School, a National Support School. • The HT was in receipt of mentoring support from the Headteacher of Repton Manor Primary School in Ashford. The Chair wished to explore an informal collaboration with the school's governing body and intended to meet with the Chair of their governing body to discuss this further. <p>The HT proposed and governors agreed that in future, the HT would include a section within her report on Wittersham CEP's collaboration with other schools.</p> <p>The Chair informed the meeting that he has produced an Evidence Matrix for the NGA questions which will be updated and sent to governors as each question is considered. This will provide a useful record of our ongoing self – evaluation and provide indicators for our next action plan.</p>	HT
14.	<p><u>GOVERNOR TRAINING AND DEVELOPMENT</u></p> <p><u>NGA Skills Audit Summary</u></p> <p>Following the completion of the NGA skills audit questionnaire, a summary of the findings was circulated amongst governors prior to the meeting (filed with the minutes). The Chair thanked governors for their input.</p> <p>Governors were asked to review the overall numbers for those criteria which were considered as 'essential' or 'desirable' skills. It was thought that most areas were sufficiently covered from within the governing body with perhaps the exception of 'Financial Oversight'. The Clerk commented that this was not uncommon amongst GB's. The Chair encouraged further governors to join the F, F&P Committee given this would build upon their skills base.</p> <p>Individual governor training needs would be further addressed via Kent CPD</p>	

John Collins 11/4/2016 09:22

Deleted: .

Initials _____

	Online, and GEL Online. Governors noted that a book scrutiny would take place at the start of the next FGB meeting. The Clerk would add this to the agenda of the May 2016 meeting.	Clerk
ITEM	OTHER	
15.	<u>CHAIR'S ACTIONS / CORRESPONDENCE</u> The Chair had previously reported that Tina Gimber (GSDO) had met with the Chair and HT on 1 st March 2016. Her subsequent Note of Visit was considered positive and would be fed into the next Joint Review Meeting. The Chair said he would report further on this during the next FGB meeting.	
16.	<u>ANY OTHER URGENT BUSINESS</u> A staff governor reported that Jo O'Flaherty's leaving assembly would take place on Thursday, 24 th March 2016 at 2 pm. Governors were invited to attend.	
17.	<u>CONFIDENTIALITY</u> There were no items which were considered as confidential.	
18.	<u>DATE OF THE NEXT MEETING</u> The next meeting would take place on Thursday, 19th May 2016 at 6.30 pm. The 3 Year Budget Plan would be ratified at that time.	

The meeting concluded at 8.34 pm

Signed:.....
(Chair)

Date:

ACTION SUMMARY

Action Item	Agenda Item	Governor/ HT/DHT/ Clerk	Action
1.	3.	N. Morgan	To provide the Chair with a bullet point summary on his perspective of the improvements made by the governing body since undertaking a self-review.
2.	4.	Governors	To present their original enhanced DBS certificate to Jo Haydon if applicable.
3.	8.	Governors	To arrange Term 5 focus visits and to advise the Chair of dates of visits.
4.	9.	Rev'd JD	To send the HT an electronic copy of the SIAMS self evaluation document for review.
5.	12.	Clerk	To include a review of the Accessibility Plan within the agenda of the May 2016 FGB meeting.
6.	12.	Governors	To provide the HT with feedback and comments on the content of the school's Prospectus.
7.	14.	Clerk	To include a book scrutiny as an agenda item for the May FGB meeting.

Initials _____