



	<p><u>Any Outstanding Actions on DBS Checks / The Online 'Prevent' Training Module</u></p> <p>All enhanced DBS checks for governors had been completed.</p> <p><b>The Clerk said she would send TF the link to the training module.</b> Remaining governors who had completed the training were asked to ensure that certificates of completion of the module had been passed to the HT.</p> <p><u>Any Other Items</u></p> <p>The Clerk reported on her attendance of a recent Clerk's briefing. Whilst this was not a procedure followed by the governing body, the Clerk made governors aware that it was inappropriate to agree policies by email. Such decisions required agreement in the context of a meeting and that this was reflected in the minutes of the meeting.</p>	<b>Clerk</b>
<b>4.</b>	<p><b><u>MINUTES OF THE FULL GOVERNING BODY MEETING HELD ON 7<sup>TH</sup> July 2016</u></b></p> <p><b>The minutes were agreed as an accurate account of the meeting and were signed by the Chair.</b> The Clerk would file at school.</p> <p><u>Actions Arising</u></p> <p><b>Item 5.</b> <b>The Clerk would report on the suitability of bespoke finance governor training during the meeting of 8<sup>th</sup> December 2016.</b></p> <p>All other actions had been completed.</p>	<b>Clerk</b>
<b>ITEM</b>	<b>SCHOOL IMPROVEMENT</b>	
<b>5.</b>	<p><b><u>HEADTEACHER'S REPORT</u></b></p> <p><u>A Review of the School Summary Sheet (Autumn Term 2016)</u></p> <p>Governors were provided with the School Summary Sheet prior to the meeting (filed with the minutes).</p> <p>The total number of pupils on roll was based on the Census taken during May 2016. <b>A governor queried the 'Total Statutory Age Roll' given the number differed.</b> The HT explained that there were 4 children who were summer born and therefore under the age of 5 at the time of the Census.</p> <p><u>Early Years</u></p> <p><b>A governor referenced the Foundation Stage Profile (FSP) and questioned if there was one less child than previously reported who had not achieved a good level of development (GLD).</b> The HT explained that governors had previously been told that seven of eleven pupils would achieve a GLD (63.6%). At the time the Early Years Leader submitted the data to the Local Authority, the data showed that there was one child who was still 'emerging' for listening and attention (one strand of communication and language). Given each child represented 9.1%, the percentage of children achieving a GLD decreased to 54.5%.</p> <p>The HT further explained that of the eleven children, one had joined the school in term five and a further child's data was included despite having since left the school.</p> <p>The HT provided governors with comparable data for the Ashford District which comprised of forty primary schools.</p> <ul style="list-style-type: none"> <li>• The average for FSM for the District was 12.9%, Wittersham was 36.4%.</li> <li>• SEN Needs; Wittersham 18.2%, District 7.2%.</li> <li>• The Early Years results were compared to national data. The most significant gaps following assessment were in respect of Maths (13% below national)</li> </ul>	

Initials \_\_\_\_\_

and 'shapes and measure' (17% below national). The school had previously recognised that Maths was an issue and there would be a particular focus on this within the Maths Leader's Action Plan for the current year. This would be monitored closely to ensure that the gap narrowed.

- Other gaps included 'making relationships' (25% below national) and the World (21% below national).
- In order to place the percentages in context, governors were reminded that each child represented 9.1%. This was a small cohort consisting of two boys and nine girls which presented more of a challenge to identify a gender trend.

The Clerk was surprised to note the school's IMD rank which reflected a more rather than less deprived area. It was noted that there were on occasion, misconceptions of village schools.

#### KS2 2016 – All Pupils and FSM Ever Attainment & Scaled Scores

- **89.5%** of children reached the expected standard in reading, writing and Maths combined.
- Progress scores were based on progress from the end of KS1 to the end of KS2 and were based on an average score of zero for all schools nationally. Therefore, scaled scores in excess of zero were considered to be above the national average.
- The school's progress scores were reported as follows:
  - Reading: 3.9 (acceptable band: minus 5 to plus 5)
  - Writing: 3.3 (acceptable band: minus 7 to plus 5)
  - Maths: 2.8 (acceptable band: minus 5 to plus 5)

**Governors were pleased to note that the pupils' progress scores placed them in the top 25% for progress in reading, writing and Maths for all schools nationally.**

- The floor standard for those pupils who were expected to have achieved the required standard in reading, writing and Maths combined had been set at 65% by the government. (Wittersham 89.5%).
- The HT explained that if the school's progress score fell between the parameters of 1.8 and 4.5 in reading, this would place the pupils in the top 25% nationally. The school's progress score in reading had been 3.9. The scores in writing and Maths again positioned the results in the top 25% of schools nationally. There was clear evidence that the children had made good progress and attainment.

It was noted that a progress score of 4.6 or above would place pupils in the top 5% nationally.

#### KS1 2016 – All Pupils and FSM Ever Attainment

- The percentage of pupils achieving the required standard in Maths was only 4.2% below the national average.
- There were no pupils working at greater depth in Maths compared to 17.8% nationally and Kent 18.5%. There had been a change in practice in order to address this as pupils entered Year 3.

**A governor noted that the percentage of children working at greater depth in reading and writing was more comparable to the national average.**

**A governor said there was an expectation at the end of the current academic year to see a significantly different profile from that presented.**

Initials \_\_\_\_\_

	<p><b>It was noted that KS2 would be a particularly small cohort of twelve pupils which represented a further challenge to the school.</b> The HT commented that one pupil had recently joined the school and a further was a school refuser.</p> <p><b>Governors understood that the school would continue to put in as many interventions as were required in order to support the children in their learning.</b></p>	
6.	<p><b><u>TENTERDEN RURAL ALLIANCE</u></b></p> <p>The HT reported that there was a changing profile of Headteachers within the TRA. New Heads had recently commenced at John Maine CEP and Rolvenden Primary Schools. One school currently had an acting Head and the Headteacher of a further school had recently resigned to take up a post at a primary school in Ashford. Egerton CEP were in the process of recruiting a new Head.</p> <p>The TRA were currently awaiting a decision on whether their bid for funding had been successful. If the outcome was positive, the HT would lead a number of areas which would provide additional income for the school.</p> <p>The TRA would once again fund leadership qualifications this year. The Science Leader would undertake the NPQML (National Professional Qualification for Middle Leaders). All of the TRA Heads had received training and were now Facilitators to deliver the National College qualifications.</p> <p>The TRA's Action Plan was in line with that of Kent's and reflected a shared vision. The Action Plan also identified the needs of the TRA schools.</p> <p>The HT reported that Wittersham CEP had hosted a Foundation Stage subject meeting the previous evening which had been attended by more than fifty teachers. The evening had proven to be particularly productive.</p>	
7.	<p><b><u>OFSTED/SEF/ SCHOOL DEVELOPMENT PLAN 2016-17</u></b></p> <p>The proposed School Development Plan for 2016/17 was circulated to governors in advance of the meeting (filed with the minutes).</p> <p>Governors had attended the Inset day at the beginning of September 2016 when they worked with the teachers to set the original School Plan priorities.</p> <p>The HT explained that there were a number of constraints within the Plan given a prohibitive budget. An example of an action which could not be pursued was the need to overhaul the assessments for reading currently in place, reading programmes and interventions together with a further stock of reading books.</p> <p>The four key areas were as per the Ofsted headings of:</p> <ul style="list-style-type: none"> <li>• Effectiveness of Leadership &amp; Management</li> <li>• Quality of Teaching, Learning &amp; Assessment</li> <li>• Personal Development, Behaviour &amp; Welfare</li> <li>• Outcomes for Pupils</li> </ul> <p>It was noted that there were still areas within the Plan which required populating. The HT explained that the action points from the recent Ofsted inspection had been incorporated into the Plan. Science was noted as a particular focus during the current year.</p> <p><b>A governor asked if Subject Leaders would be producing their own Action Plans.</b> The HT said this would continue to be the case. Core Action Plans were due to be submitted by Friday, 30<sup>th</sup> September 2016. Remaining subject Action Plans would be submitted in due course given the quantity delegated to each of the four members of teaching staff.</p> <p><b>A governor noted that this year's Plan was more concise and presented</b></p>	

Initials \_\_\_\_\_

	<p><b>a sharper focus on those areas which required such a focus. Whilst areas previously identified would continue to be thoroughly scrutinised, the SDP also contained some very specific actions.</b></p> <p>Governors were asked to consider whether there were any elements missing from the draft SDP or items which required inclusion pertinent to their areas of responsibility and to feed these back to the HT.</p> <p><b>Following a thorough review, governors agreed to ratify the proposed SDP for 2016/17.</b></p> <p><u>Governor Monitoring Responsibilities</u></p> <ul style="list-style-type: none"> <li>Effectiveness of Leadership &amp; Management: Rev'd Judy Darkins / Judy Maynard</li> <li>Quality of Teaching, Learning &amp; Assessment: John Collins / Oliver Walker</li> <li>Personal Development, Behaviour &amp; Welfare: Sue Mash / Jo Dadson</li> <li>Outcomes for Pupils: John Collins / Deborah Bennett</li> <li>Health &amp; Safety facilities: John Carroll (supported by the Business Manager and Site Manager)</li> </ul> <p>The following link governor responsibilities would continue for:</p> <p>Safeguarding/Child Protection and SEN – Jennifer Maynard Pupil Premium – John Collins R.E – Rev'd Judy Darkins</p> <p><u>Governor Monitoring Timetable of Visits</u></p> <p>As previously agreed, governor visits would commence in Term 2. Governors were asked to liaise directly with the HT as to the timings of their visits. It was suggested that on the day of the visit, the next visit should also be agreed.</p>	<b>Decision</b>
<p><b>8.</b></p>	<p><b><u>GOVERNOR ACTION PLAN</u></b></p> <p>The Chair explained that he had met with Judy, Jennifer and Oliver to consider the content of the draft GAP for 2016/17 which was reflected in the document circulated prior to the meeting (filed with the minutes).</p> <p>The Chair further explained that governor actions were in respect of monitoring against the delivery of the SDP and fell within the Ofsted framework of Leadership and Management.</p> <p>In addition to this, there was a further focus on the 'Effectiveness of the School as a Voluntary Aided Church School'. The audit criteria reflected the Ofsted 'outstanding' criteria for Leadership and Management together with the Diocese criteria.</p> <p>As was the case with the SDP, the GAP would also focus on very specific items during the year.</p> <p>The Chair provided governors with a summary of governor actions for the year. <b>Governors were reminded that their monitoring reports needed to clearly identify and evaluate the impact of the SDP actions.</b></p> <p><b>It was noted that termly pupil conferencing meetings had been introduced and would be attached to one of the governor visits each term.</b> The Chair said he would prepare a common set of questions to ensure that all governors were asking the same questions. Children would be chosen randomly from all Year Groups.</p> <p>The Chair further explained that three pupils' books, representative of each Year Group profile, would be selected by the class teacher. The same pupils' books would be reviewed over time in order for governors to assess the progress of these pupils as a representation of their Year Groups.</p> <p><b>A governor thought it important to still have a broad based view of the</b></p>	

Initials \_\_\_\_\_

	<p><b>work in the pupils' books.</b> The Chair explained that a review of the same three books was considered more intensive and would provide a much clearer view on progress over time. However, this would not preclude governors from undertaking a general book scrutiny when carrying out a visit in class.</p> <p>The HT asked that governors also review the pupils' books to ensure that they valued all of their books in much the same way as they did for English and maths. This was a particular area which the school wished to focus on.</p> <p>Given the change in growth mindset during the previous year, the HT explained that the children should be considered in terms of 'attainment' rather than 'ability' in future.</p> <p>The Chair advised that future Curriculum &amp; Standards meetings would begin with a presentation from one of the school's Subject Leaders. The Science Leader would present to governors during the C&amp;S meeting due to take place on Thursday, 24<sup>th</sup> November 2016. <b>This was noted by the Clerk.</b></p> <p>The Chair asked governors to consider the evidence of impact of the Curriculum policies whilst undertaking a visit.</p> <p>The Chair continued to present a summary of the actions contained in the GAP.</p> <p><b>Governors agreed that there was a need to have a governor presence at future WSA meetings.</b> <b>The Chair agreed to attend their next meeting. The HT would advise the date when this was due to take place.</b> Governors agreed that future attendance would be alternated amongst members of the GB.</p> <p>The Chair reported that the R.E governor was in the process of preparing an additional insertion into the GAP under 'Effectiveness of the School as a VA Church School'. <b>An updated GAP would be circulated to governors in due course.</b></p> <p><b>Governors agreed the proposed GAP for the year.</b></p>	<p><b>Clerk</b></p> <p><b>Chair/HT</b></p> <p><b>Chair</b></p> <p><b>Decision</b></p>
<p><b>9.</b></p>	<p><b><u>SIAMS SELF EVALUATION</u></b></p> <p>It was noted that the R.E governor had met with the R.E Leader on 13<sup>th</sup> September 2016 in order to review the teaching of R.E, Collective Worship and SIAMS self-evaluation. A governor visit report had since been circulated to governors.</p> <p>The HT advised that the SIAMS Mid-term Monitoring and Review (MMR) would take place on the morning of Friday, 14<sup>th</sup> October 2016 and would last for approximately 3 hours.</p> <p>The HT thought there would be a SIAMS inspection after Christmas 2016. The HT intended to meet with the R.E governor and R.E Leader prior to that time to review the SIAMS self-evaluation.</p> <p>The HT commented that she had attended Diocesan training the previous academic year when she had been advised that it was considered to be more stringent to receive an 'outstanding' judgement following a SIAMS inspection.</p> <p>The HT thought the statement contained within the Ofsted inspection letter which noted 'the ethos and values shone through the whole school' was a particularly powerful piece of evidence.</p>	
<p><b>10.</b></p>	<p><b><u>SAFEGUARDING</u></b></p> <p>There were no incidents or issues reported.</p> <p>The Clerk had previously provided governors with the DfE's publications on 'Keeping Children Safe in Education' Parts 1 and 2 (updated September 2016).</p> <p><b>Governors confirmed that they had read and understood this and each signed a letter confirming the same</b> (copy filed with the minutes). Copies would be held in the Single Central Record at school.</p>	

Initials \_\_\_\_\_

<p><b>11.</b></p>	<p><b><u>POLICIES</u></b></p> <p>Those policies which were due for review were provided in advance of the meeting (filed with the minutes).</p> <p>Subject to minor typographical correction, <b>governors agreed to adopt the following policies:</b></p> <ul style="list-style-type: none"> <li>• <u>Admissions policy</u> – subject to changing the date for admissions to 2017/18. (To review in one Years’ time).</li> </ul> <p><b>Governors agreed the admissions arrangements for 2017/18.</b></p> <ul style="list-style-type: none"> <li>• <u>Supporting Pupils with Medical Needs policy</u> - (to review in one years’ time).</li> </ul> <p><u>EYFS Policy</u></p> <p><b>A governor referenced the paragraph wording which dealt with British Values and asked that the first sentence should be revised to read ‘As a Church of England school, we promote SCSM through our ‘R.E Curriculum’ and core Christian values of kindness...’</b></p> <p><b>Subject to this addition, governors agreed this policy.</b> The policy would be reviewed again in two years’ time.</p> <p><u>Instrument of Government</u></p> <p><b>Governors agreed that no changes were required to the current composition of the governing body and that the IoG would remain unchanged.</b></p> <p><u>Safeguarding Policy</u></p> <p>The Clerk had previously sent governors the Kent Exemplar policy (August 2016 update). The Clerk recommended that a statement be included as to the school’s policy on enhanced DBS checks for governors.</p> <p><b>Governors agreed to adopt this policy which would be personalised to the school and uploaded to the school’s website.</b> The policy would be reviewed again in one years’ time unless a need was identified sooner.</p> <p><u>Policies Due for Review- Term 2</u></p> <p>The Chair advised that the following policies would require review in Term 2 and were delegated as follows:</p> <ul style="list-style-type: none"> <li>• School Discipline (including anti-bullying) &amp; Pupil Behaviour policy (FGB)</li> <li>• Whistleblowing policy (FGB)</li> <li>• Data Protection policy (HT to review)</li> </ul> <p><b>The Chair said he would send governors the updated Policy Review Schedule which would reflect those decisions made during this meeting.</b></p>	<p><b>Decision</b></p> <p><b>Decision</b></p> <p><b>Decision</b></p> <p><b>Decision</b></p> <p><b>Decision</b></p> <p><b>Decision</b></p> <p><b>Chair</b></p>
<p><b>12.</b></p>	<p><b><u>GOVERNOR TRAINING AND DEVELOPMENT</u></b></p> <p>The T&amp;D governor asked all governors to participate in a minimum of one governor training event (or online module) during the current academic year which would be in addition to their attendance of a bespoke governor training event to be arranged by the Clerk.</p> <p>Governors were asked to consider their own skills base and how best any gaps could be addressed (giving consideration also to the foci within the SDP) through appropriate governor training.</p> <p><b>Governors were asked to advise the T&amp;D governor of any training due to be undertaken during the year (by 8<sup>th</sup> December 2016) and to provide certificates in due course which would further build upon the content of the governor training file. Feedback on training would be shared during the ensuing FGB</b></p>	<p><b>Govs</b></p>

Initials \_\_\_\_\_

	<p>meetings.</p> <p>The Clerk advised governors that the Diocese also offered governor training events held in Canterbury which focussed on being a governor within a Church school. The events were open to all categories of governor.</p> <p>The Clerk asked governors to send her any training handouts which could be cascaded to other governors/uploaded to the governor area of KLZ.</p>	
<b>ITEM</b>	<b>OTHER</b>	
<b>13.</b>	<p><b><u>CHAIR'S ACTIONS / CORRESPONDENCE</u></b></p> <p>The Chair reported on his intention to write to the Parochial Church Council (PCC) to ascertain if they would be willing to make a donation to the governor fund which would be used exclusively to fund the purchase of bibles for Year 6 leavers at the end of the year.</p>	
<b>14.</b>	<p><b><u>ANY OTHER URGENT BUSINESS</u></b></p> <p>The HT made governors aware of the Local Authority correspondence she had received in respect of the allocation of Improvement Advisor visits for 2016/17.</p> <p>It was noted that the school had received twenty visits during 2015/16 given the school had been considered as 'vulnerable' at that time.</p> <p>The Local Authority had since proposed 3 half day visits which were considered to be standard for a 'good' school and would be conducted by Ruth Swales, the school's newly appointed Improvement Advisor.</p> <p>The Head of School Improvement had concluded their letter with a comment which read:</p> <p><i>'Finally, given your continued success, your Improvement Advisor would be pleased to discuss with you, ways in which you can share your expertise and good practice with other schools.'</i></p>	
<b>15.</b>	<p><b><u>CONFIDENTIALITY</u></b></p> <p>There were no items which were considered as confidential.</p>	
<b>16.</b>	<p><b><u>DATE OF THE NEXT MEETING</u></b></p> <p>The next meeting would take place on <b>Thursday, 8<sup>th</sup> December 2016 at 6.30 pm.</b></p>	

The meeting concluded at 8.00 pm

Signed:.....  
(Chair)

Date: .....

**ACTION SUMMARY**

<b>Action Item</b>	<b>Agenda Item</b>	<b>Governor/ HT/DHT/ Clerk</b>	<b>Action</b>
1.	3.	Clerk	To prepare an annual summary of governor business interests for uploading to the school's website.
2.	3.	Clerk	To send TF the link to the online 'Prevent' training module.
3.	4.	Clerk	To report on her experience of bespoke finance governor training during the FGB meeting of 8 <sup>th</sup> December 2016.

Initials \_\_\_\_\_

4.	8.	Clerk	To include a presentation from the Science Leader as an agenda item for the C&S meeting to be held on 24 <sup>th</sup> November 2016.
5.	8.	HT/Chair	The HT to advise the Chair of the next meeting of the WSA. The Chair to attend the meeting.
6.	8.	Chair	To send governors an updated copy of the GAP via the Clerk.
7.	12.	Governors	To advise the T&D governor of any training due to be undertaken during the year (by 8 <sup>th</sup> December 2016.

Initials \_\_\_\_\_