



**WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL**

**MINUTES OF THE FULL GOVERNING BODY MEETING**

**Held at School on Thursday, 8<sup>th</sup> December 2016 at 6.30 pm**

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

**Christian Values of**

**Respect, Self-worth/Perseverance, Love,  
Kindness, Forgiveness**

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

**CLERK:** Jane Phillips

The meeting commenced at 6.30 pm and was quorate.

ITEM	PROCEDURAL	ACTION
	<p><b><u>WELCOME AND PRAYER</u></b></p> <p>The Chair welcomed governors to the meeting. The meeting was opened with a prayer.</p>	
	<p><b><u>BOOK SCRUTINY</u></b></p> <p>Each governor reviewed a set of books which covered all subjects, including R.E for a selection of pupils. Books for all Year Groups were available to review. The HT would provide governors with the same set of books at the beginning of future full governing body meetings to enable governors to track progression in the books over time.</p> <p>Governors commented as follows on their initial impressions of the pupil's work.</p> <ul style="list-style-type: none"> <li>• Year 3. This pupil had been provided with a pen licence which suggested that his writing had progressed.</li> <li>• Year 4. The pupil's writing, use of English and SPAG had improved considerably.</li> <li>• Year 3. There was evidence that this pupil had clearly followed up on the teacher's comments.</li> <li>• Year 4. The governor was impressed with the pupil's use of a blue pen to correct their work in response to the teacher's comments.</li> <li>• Year 6. This pupil demonstrated wonderful handwriting throughout their books and was clearly taking pride in their learning. The same value was evident in all subjects.</li> <li>• Year 5. There was plenty of evidence of progress across all books. The work was neat and well-presented with clear responses to corrections.</li> <li>• Year 6. Slight progress in writing, particularly in sentence construction, handwriting and presentation. Progress was shown in multiplication and division.</li> <li>• Year 1. Gentle progress with high productivity and evidence that confidence was growing over time.</li> <li>• Year 4. The work was beautifully presented in all of the books as was the standard of work. It was good to see how the pupil had responded to the teacher's written comments at the end of a piece of work. They were considered an exemplary set of books.</li> </ul> <p>A Year 2 pupil's books would also be included within the next book scrutiny.</p>	
<p><b>1.</b></p>	<p><b><u>APOLOGIES FOR ABSENCE</u></b></p> <p>Apologies had not been received for Valerie Kirby. There were no other</p>	

Initials \_\_\_\_\_

	apologies for absence.	
<b>2.</b>	<p><b><u>DECLARATION OF BUSINESS INTEREST</u></b></p> <p>Sue Mash declared she was a governor of Homewood School and Sixth Form Centre.</p> <p>There were no other declarations of business interest made against any agenda item.</p>	
<b>3.</b>	<p><b><u>GOVERNANCE</u></b></p> <p><b>3.1</b> <u>Governing Body Code of Conduct</u></p> <p><b>Governors agreed the proposed Code of Conduct subject to a minor correction.</b></p> <p><b>3.2</b> <u>The 'Prevent' Training Module</u></p> <p>Action: OW to complete the online 'Prevent' training module and provide the Clerk with his certificate.</p> <p><u>Any Other Items</u></p> <p>There were no matters arising.</p>	<b>OW</b>
<b>4.</b>	<p><b><u>MINUTES OF THE FULL GOVERNING BODY MEETING HELD ON 29<sup>TH</sup> SEPTEMBER 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>Governor and Clerk's Actions Arising</u></p> <p>All items had been completed or would be discussed during the course of the meeting.</p>	
<b>ITEM</b>	<b>SCHOOL IMPROVEMENT</b>	
<b>5.</b>	<p><b><u>HEADTEACHER'S REPORT</u></b></p> <p>The HT's written report was circulated to governors prior to the meeting (filed with the minutes). Governors were invited to prepare questions and submit these to the HT in advance.</p> <p><b>5.1</b> <b>A governor referenced the final point in the report on the Quality of Teaching, Learning and Assessment and asked the HT to provide a specific example of an intervention in any class which had a focus on challenging the more able.</b> The HT said there was a focus on the more able in all classes through planning, differentiation, and questioning and that this was reflected in every lesson across the Curriculum.</p> <p>The HT provided details of a specific intervention for Year 2 reading where the class teacher was working with more able readers to develop them further through guided reading, through questioning of whole class text delivery and whole class guided groups to ensure that these children reached greater depth by the end of the year. There were already a number of children in Year 2 who were achieving at greater depth in reading at the end of Term 1.</p> <p><b>A governor reported on his joint governor visit earlier that day on pupil conferencing when the children were asked if the work was challenging.</b> Every pupil found the work challenging and could articulate as to why they found it challenging.</p> <p><b>A governor referenced the SENCO's report and noted the High Needs Funding (HNF) applications had been successful. What was the monetary value of this?</b> The SENCO (staff governor) reported that funding in the sum of £17,292 had been received for two pupils which would be paid</p>	

Initials \_\_\_\_\_

monthly (£1,441 per month) for twelve months. The HNF would then be reviewed, based on the impact of the interventions put in place and the child's needs. The SENCO explained that quite a considerable number of interventions had been put in place prior to receiving the HNF. It had been necessary to provide evidence that the school had previously spent at least £6,000 to support each of the pupils, details of which accompanied the applications for funding.

**A governor asked what were the specific staffing arrangements for these pupils?** The HT said the school had taken on an additional ten hours of TA support which was targeted at either delivering interventions or to free up other staff to deliver interventions. The SENCO had been providing training to this TA in addition to external training received. Existing TAs had also been more effectively deployed during the year which freed up some of the teachers' time to provide their expertise to children with additional needs.

**A governor asked to be provided with an outline of the nature of Wyvern and Ashford Oaks Schools and the nature of outreach support they could offer.** The SENCO explained that Wyvern was a special needs school located in Ashford which supported children with quite complex needs. The school had received support from Wyvern's SENCO who had visited the school on a number of occasions to carry out external observations. Suggested strategies had been provided to the class teacher.

Wyvern had also provided one of their specialist TAs for a five-week period to work alongside the class teacher and TA, to observe the interventions in place and provide feedback on possible changes and how the intervention could be extended further. Wyvern had additionally given the teachers and TAs the opportunity to visit the school to observe their interventions for children with similar needs.

The SENCO continued to say that support was also provided by the specialist unit of Ashford Oaks for children with ASD. They too had carried out observations and provided similar support and advice on strategies, resources as provided by Wyvern. Two TAs and a class teacher had visited Ashford Oaks to work alongside their staff to put together strategies. All of which had proven to be extremely helpful. Training had also been provided in specific areas.

**A governor asked if there was a cost involved in Wyvern's and Ashford Oak's support of the school.** The SENCO said there was not. Both received funding into their unit for out-reach work.

**A governor asked the HT to provide further detail on 'Makaton' given a staff member had attended a workshop on this.** The HT explained this was a language programme which used signs (gestures) and symbols (pictures for communication). It could be used for pupils with learning or communication difficulties or for EAL (English as an additional language) children who were entering mainstream school from another country. The HT had also observed that it had been used very effectively to teach all children Phonics. It would also support inclusion given the other children could communicate with a child with difficulties during the course of the school day.

**A governor said the absence of any bullying and racial incidents was clearly good news. However, please could the HT explain how 'an incident' was defined.** The HT said bullying was a term which was often misused either through a lack of understanding or a perspective from a child that they were being bullied which might not necessarily be the case. The DfE's definition of bullying used in school was 'a behaviour by an individual or group, usually repeated over time which intentionally hurts another individual, either physically or emotionally.' It was the 'repeated over time' and 'intentionally hurting' which was key.

The HT explained that she would be advised of any incidents and would conduct a thorough investigation and would then report back to the parent. If the case

Initials \_\_\_\_\_

was well founded, the HT would complete an online form for bullying and/or racial incidents which would be submitted to KCC who would report their data to the DfE.

There had been no incidents because the school had either intervened quickly thereby nipping the issue in the bud or it had been a case of a misunderstanding.

The HT continued to say that it was also a case of educating the children about anti-bullying. The children were due to complete the online Salus Report which was an anonymous survey providing them with the opportunity to comment on the areas of the school they felt safest in, if they experienced bullying and to be provided with an understanding of cyber bullying and online safety.

**A governor was pleased to note that the one complaint reported had been resolved. The HT was asked to define 'complaint' and how this particular situation was resolved.** The HT explained that a complaint was defined as per the school's Complaints policy. The SLT had met with the parent, feedback was given and the outcome agreed. The parent was happy with the outcome and did not wish to pursue the matter further.

**A governor asked if 'closing the gap' and 'diminishing the difference' meant the same thing.** The HT said there was a subtle and positive difference about understanding that not all children who were PP were one big homogenous group and that there were different layers within that, such as SEN needs or emotional/behavioural needs.

**A governor was pleased to note that the NQTs had made an excellent start. How was this measured?** The HT said it was measured from lesson observations, book scrutinies by the SLT and Subject Leaders, data capture and validated following a visit from the school's Improvement Advisor earlier that day.

**A governor queried the Maths data for Term 1.** Governors were told that the Maths data would look less encouraging but that this was attributed to the 'blocking' of Maths where there had been a focus on addition/subtraction and place value. The children were required to achieve at greater depth prior to moving forward to multiplication.

There was a concern in respect of one boy's writing which had been flagged in the HT's report and which staff were aware of. The HT explained this was a gender issue which would be carefully tracked. Of the remaining ten boys in Year 3, a number had joined towards the end of the previous academic year, some were SEN and the spelling issues seemed more challenging for the boys.

**A governor asked if the Year 3 PP children were outperforming the non-PP children as the data suggested this.** The HT explained that in Term 1 there were four PP children who were quite high attainers. It was not always the case that the most vulnerable children fell under the banner of PP. The progress of PP and non-PP children was currently very similar.

**A governor asked if there were any special measures in place to address the poor performance in KS1.** The HT said this was covered in detail within the School Development Plan for 2016/17, all of Focus 4 (particularly focus 4.1) together with Focus 2 (2.1, 2.3, 2.4 and 2.5).

**A governor asked the HT to comment on the Early Years results given the results were disappointing and the scores were low. The communication and language results seemed surprising given very few (if any) pupils had English as a second language.** The HT explained that the initial baseline assessments had indicated a low start point for a number of children. The focus would be upon their progress since and working towards a GLD (good level of development). The National issue was parents talking to their children and activities at home where children were sitting and listening

Initials \_\_\_\_\_

and paying attention. It was noted that there were 3 PP children in EYFS who were not considered to be especially vulnerable.

**A governor thought that perhaps the school could work closely with local nurseries to address poor attainment on entrance.** The HT said this situation was experienced at National level as to how schools could work with nurseries to address the communication, speech and language difficulties for 2 year olds and above. The nearby Stepping Stones Nursery was a private nursery which the school had no influence over.

**A governor asked if there should be a member of the Wittersham School Association (WSA) on the Board of Governors.** It was noted that the Chair of governors and HT attended WSA meetings and that as such, this was addressed.

**Given the school's Christian distinctiveness was emerging as an area of great importance and that it was necessary to demonstrate this in all aspects of school life, a governor asked if it was possible to access some bespoke in-house training to enable governors to write confidently and meaningfully about this in their reports and when assessing impact.** The HT said that whilst it was possible to organise bespoke training, there was a significant amount of governor training offered by the Canterbury Diocese which governors were able to attend. Details of which were on the CDBE website. (Subsequent link provided by the Clerk: <https://www.canterburydiocese.org/events/categories/events-in-the-diocese/trainingcsy/>)

**A governor noted that assessment in R.E was currently being developed by the R.E Leader. Given this was an area which the last SIAMS report (2012) had highlighted as an area requiring development, the HT was asked to provide further detail on this.** The HT reported that as part of the review of the assessment of R.E, the school had taken advice from R.E specialists and had applied this to the needs of the school. In addition to tracking and assessment, the format was now able to provide a gap analysis which represented a significant step forward in the way in which the school was assessing R.E. Assessments would take place at the end of terms 2, 4 and 6. The school would confidently be able to talk about R.E age related expectations in the same way as they would for Maths, English or Science for example.

The HT reported that she had attended R.E training and had been able to cascade the training back to staff who had quickly picked up the enquiry based learning which had resulted in a shift in the way in which R.E was being taught at the school.

**A governor asked how the more able were being challenged in R.E.** The HT said there was very much the same approach as to other subjects. There were the same expectations to questions, to differentiation, to the deepening of thinking, to planning and to gap analysis.

**Given the school was Voluntary Aided, governors wished to ensure that R.E was being taught in line with the school's Trust Deed.** Whilst the HT thought that it was, the Diocese would be contacted to obtain a copy of the Trust Deed to seek further assurance that it was.

**The R.E governor (Foundation Ex Officio governor) said her R.E report would shortly be circulated to governors in which it had been noted that the R.E assessment was in place. She was also of the opinion that the school was teaching R.E as a correct proportion of the overall Curriculum.**

**The Chair referenced the pupil conferencing he had jointly conducted earlier that day which had encompassed R.E.** The children had provided some very articulate answers as to how much they valued R.E. One of the

Initials \_\_\_\_\_

things which they thought made the school special was the strong links with the Church and that Rev'd Judy came into school to take Worship. They also demonstrated a clear understanding about the recent implementation of class worship on a Thursday.

**It was proposed that the R.E Leader should present their action plan during the Curriculum & Standards meeting due to take place on Thursday, 2<sup>nd</sup> February 2017.**

**Action:** The Clerk to include the R.E Leader's presentation within the agenda of the February 2017 C&S meeting.

Clerk

**A governor asked the HT to provide a brief outline of the sort of changes in written and oral feedback to enable teachers to give more effective feedback to pupils and reduce their workload. What was the evidence of impact of these changes so far?** The HT said the evidence would be from book scrutinies. The changes in written and oral feedback originated from a report which came out in March 2016 entitled 'Eliminating Unnecessary Workload Around Marking'. It was about understanding what the core purpose was and about important feedback to progress children. The report said marking should be meaningful, manageable and motivating and that progress in the books should be seen in a number of ways, not just in marking. The HT would present this subject in greater detail during a future C&S meeting.

Governors thanked the HT for her extremely comprehensive report and were grateful for the input from other members of staff.

## 5.2

### **Residential Trips**

The Chair reported that he had completed the GEL online training module on 'Educational visits' earlier that week. Whilst the Chair had prepared a written report on residential trips to be circulated, the opportunity was taken to outline the responsibilities of the governing body in respect of residential trips.

The HT reported that the 2017 residential trip would be for Years 5/6 pupils who would visit the Isle of Wight 'Experience' from 22<sup>nd</sup> to 25<sup>th</sup> May 2017. All arrangements, including the bus and ferry, were arranged by the company organising the event. The dates of the trip had been submitted to KCC Insurance. The cost would be £325 per pupil. The school would assist with the funding of this trip for two families through PP funding. The total number of bookings would be 25 pupils and 3 adults. All pupil places had been taken.

The trip had been thoroughly researched and would include a variety of activities; the Swiss Cottage Museum at Osborne House, a glass blowing demonstration, boat cruise, tree climbing and storytelling.

The HT said the intention for the residential trip in May 2018 was to take the children to Marchant's Hill (PGL), as had been the case in previous years. The two venues would be alternated in future years.

**A governor referenced the Marchant's Hill PGL and asked if all activities would be delivered by qualified instructors.** The HT said they would.

**A governor noted that the Isle of Wight Experience involved a number of visits, tree climbing for example.** The staff governor explained that all activities were again carried out by qualified people. The HT commented that the school would carry out its own risk assessment or would check those risk assessments already carried out by the provider for educational visits. Learning objectives had also been submitted.

**A governor asked which staff members would accompany pupils.** The HT said it would be the SENCO, Site Manager and the HT if governors agreed.

**Governors agreed the residential trips for 2017 and 2018 as outlined.**

The HT advised governors that the school's Business Manager had attended a

Initials \_\_\_\_\_

	one day training course in her capacity of Educational Visit Co-ordinator.	
<b>6.</b>	<b><u>OFSTED/SEF/ SCHOOL DEVELOPMENT PLAN 2016-17</u></b> The updated SEF and SDP were provided to governors in advance of the meeting (filed with the minutes).	<b>GOVS</b>
<b>6.1</b>	The HT said she had updated the SEF to reflect that the school was now in the top 10% nationally for progress in reading from KS1 to KS2. The evidence had also been updated against all aspects of the SDP.	
<b>6.2</b>	<u>Governor Monitoring</u> The Chair reported that governors had completed their monitoring of all SDP foci during Term 2. <b>Action: Governor monitoring pairs to agree Term 3 visits with the HT.</b> Health & Safety governor monitoring would take place every other term, the next being in Term 4.	
<b>7.</b>	<b><u>GOVERNOR ACTION PLAN</u></b> The Chair reported there were no changes to the GAP and that all actions were up-to-date. The school's sports provision and enrichment activities would be reviewed during the next C&S Committee meeting.	
<b>8.</b>	<b><u>SIAMS SELF EVALUATION</u></b> The HT reported on the SIAMS review which had taken place the previous day. Governors noted that the report of the visit would form the basis of a SIAMS Action Plan.	
<b>9.</b>	<b><u>SAFEGUARDING</u></b> The HT said there were no issues or concerns to report.	
<b>10.</b>	<b><u>FINANCE</u></b>	
<b>10.1</b>	The latest budget monitoring report would be prepared the following day. The F, F & P Committee would meet on Monday, 16 <sup>th</sup> January 2017 to review the 9 months monitoring.	
<b>10.2</b>	<u>Compliance Visit</u> The HT said she would report in depth to governors once the compliance report had been received. However, the HT reported that many strengths had been noted by the Compliance Officer which included the Clerk's minute taking and evidence, on Health & Safety and on procurement.	
<b>11.</b>	<b><u>POLICIES</u></b> Those policies due for review were circulated in advance of the meeting (filed with the minutes). <u>Behaviour Policy</u> <b>A governor asked if the Anti-bullying policy had been incorporated within the Behaviour policy.</b> The HT explained that whilst bullying was referred to in the Behaviour policy wording, the Anti-bullying policy would remain as a separate policy. The policy presented was a Kent model policy. <b>Governors agreed to adopt this policy.</b> The HT commented that she intended to adjust the Anti-bullying policy at a future date to suit the needs of a Church school. <u>Data Protection Policy</u> <b>Governors agreed to adopt this policy.</b>	

Initials \_\_\_\_\_

	<p><u>Prospectus</u></p> <p>Governors had been asked to review the Prospectus via the school's website given the file was too large to transmit.</p> <p>Action: The HT to ask the Business Manager to include Valerie Kirby, the newly appointed Foundation governor on the page relating to governors and to amend the marital status of the EYFS teacher.</p> <p><b>Subject to minor correction, governors agreed the Prospectus.</b></p>	HT
12.	<p><b><u>GOVERNOR TRAINING AND DEVELOPMENT</u></b></p> <p>The Clerk had previously circulated the SEN governor's training report on "Narrowing the Gap" following training attended on 15<sup>th</sup> November 2016.</p> <p>The Chair had previously reported on his completion of a GEL training module on 'Educational Visits' (agenda item 5).</p> <p>The Chair also reported on his completion of the GEL module 'Understanding Schools Finance'. Governors were encouraged to complete this module given it provided a good understanding of how schools were financed and the demarcation of responsibilities between the HT and governing body. It sufficiently covered those aspects which governors should know about school finance.</p> <p>SM reported on her completion of GEL training on 'Governance of a Church School' and 'Exclusions'.</p> <p>Governors noted that there would be Tenterden Rural Alliance governor training on 23<sup>rd</sup> July 2017 at 6 pm on 'The Role of Governance in Asking Effective Questions on Data'. Further details would follow.</p> <p>Action: Governors were asked to complete a brief training report of any training undertaken and to advise the T&amp;D governor of any training events they intended to participate in prior to the end of this academic year.</p>	Govs
<b>ITEM</b>	<b>OTHER</b>	
13.	<p><b><u>CHAIR'S ACTIONS / CORRESPONDENCE</u></b></p> <p>The Chair briefly reported on his exchange of letters with a group of parents regarding a complaint about the non-arrival of the school coach one afternoon. The Chair had explained that the fault lay with the coach operator and that the school had done all that they could to contact the waiting parents. The Chair had since apologised for any distress which may have been caused.</p>	
14.	<p><b><u>ANY OTHER URGENT BUSINESS</u></b></p> <p><b>A parent governor was aware of the recently implemented text messaging system which had been well received.</b> The HT explained that 'Home Connect' had been introduced whereby emails and texts could be sent to all parents for general or emergency situations.</p> <p><b>A governor reported on an article in the Autumn edition of 'The Governor' magazine (page 15) which discussed the merits of a 'Governing bear'. It was thought to be a good way of engaging with the younger pupils and acted as a conduit between governors and pupils.</b> The HT thought this a lovely way to link the work of the governors with the children's understanding that governors formed part of their education and wellbeing and that governors wished to celebrate the children.</p> <p>Action: DB to present an item on 'Governing Bears' during the next FGB meeting to take place on 9<sup>th</sup> February 2017.</p> <p>Action: Governors to submit items to the Chair for inclusion on the school's website 'governor blog'.</p>	DB GOVS

Initials \_\_\_\_\_

<b>15.</b>	<b><u>CONFIDENTIALITY</u></b> Some minutes contained in agenda item 5 (Headteacher's Report), item 10 (Finance) and item 14 (AOB) were considered confidential and were minuted accordingly.	
<b>16.</b>	<b><u>DATE OF THE NEXT MEETING</u></b> The next meeting would take place on <b>Thursday, 9<sup>th</sup> February 2017 at 6.30 pm</b> . It was noted that Rev'd T. Fogden would be overseas for the February and March 2017 FGB meetings.	

The meeting concluded at 8.25 pm

Signed:.....  
(Chair)

Date: .....

### **ACTION SUMMARY**

<b>Action Item</b>	<b>Agenda Item</b>	<b>Governor/HT/DHT/Clerk</b>	<b>Action</b>
1.	3.2	OW	To complete the online 'Prevent' training module and provide the Clerk with his certificate.
2.	4.1	Clerk	To include a presentation from the R.E Leader within the agenda of the February 2017 C&S meeting.
3.	6.2	Governors	Governor monitoring pairs to agree Term 3 visits with the HT.
4.	11.	HT	To ask the Business Manager to include Valerie Kirby, the newly appointed Foundation governor on the page relating to governors and to amend the marital status of the EYFS teacher (School Prospectus).
5.	12.	Governors	To complete a brief training report of any training undertaken. To advise the T&D governor of any training events they intended to participate in during this academic year.
6.	14.	DB	To present an item on 'Governing Bears' during the next FGB meeting to take place on 9 <sup>th</sup> February 2017.
7.	14.	Governors	To submit items to the Chair for inclusion on the school's website 'governor blog'.

Initials \_\_\_\_\_