



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL
MINUTES OF THE FULL GOVERNING BODY MEETING
Held at School on Thursday, 18th May 2017 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, Jennifer Maynard, Oliver Walker, Johanna Dadson Jill Double and Rev'd Tricia Fogden.

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 to the meeting. The meeting was opened with a prayer.</p>	
1.	<p><u>APOLOGIES FOR ABSENCE</u></p> <p>There were no apologies for absence.</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>There were no other declarations of business interest made against any agenda item.</p>	
3. 3.1	<p><u>GOVERNANCE</u></p> <p><u>Any Matters Arising</u></p> <p>The Chair provided governors with an update on governing body membership and advised there was now a vacancy for a Foundation governor.</p>	
4. 4.1	<p><u>MINUTES OF THE FULL GOVERNING BODY MEETING HELD ON 9TH FEBRUARY 2017</u></p> <p>The confidential and non-confidential minutes were agreed as an accurate account of the meeting and were signed by the Chair.</p> <p><u>Governor and Clerk's Actions Arising</u></p> <p>Item 1. DB had contributed to a Collective Worship when the Governor Bear had been introduced to children. DB told the children that the Bear would be interested in sharing news with the governors about where children had shown Christian Values around the school or anything else they were proud of. The Bear would send children a letter following his attendance of his first governing body meeting.</p> <p>All actions had been completed or would be discussed during the meeting.</p>	

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ITEM	SCHOOL IMPROVEMENT	
<p>5.</p> <p>5.1</p>	<p>HEADTEACHER'S REPORT</p> <p>[Some minutes contained in this section were considered confidential and were minuted accordingly.]</p> <p>The HT's written report was provided in advance of the meeting (filed with the minutes). Governor questions had been invited.</p> <p>A governor thought extra-curricular opportunities were already strong at the school and that offering clubs during lunchtime was a good idea. However, was there a need to concentrate on sport? Many children were already members of sports clubs (football, rugby, and other sports clubs in the area). Had other activities been considered? The HT said a trusted sports club had offered a lunchtime club. All other externally offered clubs were after school.</p> <p>The HT explained that whilst not exclusively, she was looking to specifically target disadvantaged children. Many of these children did not have the opportunities in sport that other children had. Sport also formed part of the School Development Plan for healthier lifestyles, and fitness. It also encouraged the qualities of collaboration, resilience, self-esteem which were also fostered in other areas of the curriculum.</p> <p>A governor was concerned whether too much was being asked of the children given the demands of the curriculum. The HT said the lunchtime clubs would be voluntary. Many schools had sporting activities first thing in the morning (Wake Up and Shake Up) or sporting activities during lunchtimes. The children's exercise would be more focussed. A gardening club, music clubs, a sewing club and a Collective Worship club were also offered.</p> <p>A governor was pleased to note that there had only been two parents who had been unable to attend the parent consultations. How would the HT ensure there was 100% attendance at the next consultation? Governors were told that one parent had been on holiday at the time and the other was working. The HT was confident that both would attend the July consultation. The same strategies would be employed as had been used for the previous parent consultations. It was hoped that they would be as successful.</p> <p>A governor said the curriculum workshops had been very well received. However, it was sometimes difficult for parents to attend. Should consideration be given to putting more of the content from the workshops on the school website? Could the HT's presentations be filmed? The HT said the content for some workshops had been sent directly to parents who had been unable to attend. The PowerPoint presentations were also on the website. However, there was a need to be more consistent with this which would further build on the school's partnership with parents.</p> <p>The HT was unsure as to whether staff would be entirely comfortable about being filmed. A number of the workshops were interactive which might then deter parents from asking questions in front of a camera.</p> <p>A governor asked how the HT ensured that all the learning undertaken through CPD was effectively cascaded to other staff. The HT circulated a completed CPD feedback form (filed with the minutes). The purpose of the form was to evaluate the training and whether it would have an impact on the school. All reports were kept in a central folder and accessible to staff. Staff cascaded information through a variety of means; whole staff meetings, by email or to a small group to which it was relevant. However, some training was role specific.</p> <p>A governor noted the impact which new joiners had on outcomes was</p>	

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very pronounced. Once results were known, was it possible to provide two sets of data; one for all children and another for children who have attended the school for the entire academic year. The HT explained that the attainment of 'mobility' children was tracked separately, the data of which could be shared with the Curriculum & Standards Committee if thought helpful. The HT commented that most joiners had gaps in their learning and were lower achieving. In the smaller Year Groups, each child was worth 7-8%. Pupil mobility may directly affect a child's wellbeing and academic achievement when they persistently moved between schools.

A governor was pleased to see that the more able were being carefully tracked. It would be particularly good if the external reviews saw provision for this group of pupils as a strength. The HT explained that the school's Improvement Advisor (IA) was not looking at the more able as a trail. Therefore, this had not been specifically reported on in any external reviews. However, strengths were identified in the IA's Notes of Visits on behaviour for learning, high order questioning and independent learning which would indicate that the more able were being challenged.

The Chair took this opportunity to read out an excerpt from the Improvement Advisor's Note of Visit dated 4th May 2017 in which it said:

"Children are effectively challenged and questioning moves the children's learning on. In all classes, the work was appropriately pitched to meet the needs of the children, and they expressed enjoyment in their learning. The children talk with confidence about the high levels of challenge offered and have a range of strategies to support their own learning."

A governor asked if consideration had been given to connecting some of the lunchtime clubs to the more able pupils? For example, a Maths club for the more able mathematicians or a spiritual/RE club for those most interested in the bible? The HT said the internal clubs would require volunteers to run them. The staff were considered to already run a lot of clubs. There were opportunities arising for G&T days at Homewood School and a primary school in Ashford which the HT would pursue when more information was known.

A governor asked if consideration should be given to having a staff leader for the more able in the same way as there was for SEN. The HT explained that the more able came under the SENCO's provision. The more able were also considered a vulnerable group given the need for them to attain to their potential.

The SENCO commented that the more able were closely monitored in Progress and Impact meetings in the same way that all children were. Each child had been identified and would have a provision map which showed what had been put in place if over and above normal classroom practice. Their work was clearly differentiated and the opportunity provided for them to tutor their peers. Further opportunities were provided to enrich their learning in those areas where they were more able.

A governor asked the HT to provide an update on the school's boiler. The HT explained that whilst the boiler was functioning, it was approaching the end of its serviceable life and was costing money for temporary repairs. Three quotes in the region of £18,000 had been presented to the Diocesan Architects which were rejected for various reasons.

The HT explained the Diocese's procedure which would include a boiler assessment report with recommendations for replacement (£720). A further company would then conduct an initial survey, put the work out to tender, provide a tender analysis and project manage the work (£3,600). The school

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was required to make a 10% contribution to these costs which had since been agreed. Quotations would be obtained. In due course the school would also be required to contribute 10% of the overall cost to replace the boiler.

A governor enquired as to the reasons why the Diocese had not approved the spend on painting and decorating of the school. The HT said the Diocese were required to report to the DfE on what spending had been approved. Painting and decorating did not come under the list of permissible projects. However, refurbishment did. Given the condition of doors and window frames were in such a state of disrepair, quotations were being sought which would be permissible. A small contingency had also been incorporated into the 3-Year Budget Plan.

Governors took this opportunity to thank Sarah Baverstock and her family for decorating the garden room which was now much improved.

Governors congratulated the SENCO on her case studies which were commended by Ofsted and were now being used as examples of best practice by the Local Authority.

A governor asked what provisions were in place to help those children who were in-year joiners. The HT said there was a good transition strategy into school which included meeting the parents, discussions with the previous school and buddying up with another child to settle in. Early assessments took place to assess gaps in learning. Support would be provided in class together with the deployment of any external agency support if required.

A governor enquired whether the HT was concerned that 28 pupils' attendance was below 95% or was this attributed to seasonal illness. The HT said there had been a lot of seasonal illness. Some had required surgery and hospital stays. There was also some unauthorised absence for holidays during term time. Approximately ten pupils below 95% attendance had one or more unauthorised holidays this year. However, it was noted that 18 of the 28 pupils were between 94-95% attendance. Attendance was now a significant focus for Ofsted. Additional strategies would be put in place for those children who were on the attendance cusp.

A governor referenced the SENCO intervention "Bubble Gum Guy" and asked to be provided with further information. The concept of the Bubble Gum Guy was explained, the purpose of which was to teach the children to self-regulate, to build their self-esteem, and enable them to recognise their own strengths. The strategy would also involve team work. The interventions were taking place at lunchtime and the children clearly enjoyed them. Historically, the intervention proved to have a significant impact on the children's behaviour.

A governor asked if the HT was able to provide more specific examples to highlight the points she had made in paragraphs 2 and 3 of her report on Leadership and Management. The HT referenced "*Conferencing with children evidences that they enjoy being challenged and challenging themselves.*" This had been evidenced during the Science Leader conferencing with pupils when the children said they'd enjoyed being challenged more in Science this year. There had been further examples of high levels of challenge and enjoyment in Year 6 Maths and this was also noted during the HT's own learning walks. This had also been noted in the most recent IA Note of Visit and in governor visit reports.

The HT referenced paragraph 3 where teachers were quick to act when behaviour for learning was not as expected. An example of a pupil who caused constant low-level disruption in class and some self-regulation/management of anger issues in the playground was provided. The HT had spoken to and had met with the mother to explain the problems the school was experiencing and

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	<p>what could be done to support the pupil. The SENCO had also met with the parent and attended parent evenings to ensure seamless communication with the class teacher. The pupil also received weekly mentoring from the HT for a term in which aspects of the child’s learning was celebrated.</p> <p>A governor referenced the external reviews and asked who carried out these reviews? The HT said this included the Improvement Advisor, the HMI Consultant (Matt Dickson) and governors.</p> <p>A governor asked what proportion of parents had requested “the termly pupil summary reports”. The HT said reports had been requested for 49 children or 41% of pupils on roll. A parent governor was surprised that there weren’t more parents who wished to receive this. The HT concurred. Parents had previously been sent the report for several terms and were aware of the report format.</p> <p>A governor asked the HT to provide further detail on the work which had been carried out in respect to healthy lifestyles and safety. The HT said this was reported in detail under point 3.1 of the School Development Plan which itemised all actions for healthy eating, fitness etc. The HT provided governors with a subsequent update that Year 3 would visit the “Living Land Show” at Detling Showground on 20th June 2017. A farmer from the Farming and Education Committee was also due to visit the school to talk about healthy eating and where food came from.</p> <p>Governors asked to be provided with further details about the new staff appointments for Windmills (Year R) and Smugglers (Year 2) for September 2017. The HT provided details of the new Reception teacher who was an NQT plus one, currently employed by an infant school in Ashford and regarded as an outstanding teacher. Release time had been agreed to enable the new Year R teacher to conduct home visits for those children joining Year R in September.</p> <p>Both newly appointed teachers would join the INSET day on 10th July 2017.</p> <p>A governor enquired as to the attendance of recent parent workshops. The HT reported attendance as follows:</p> <ul style="list-style-type: none"> • Year 1 Phonics: 5 parents of a possible 14. • Foundation Stage Maths and Literacy: 8 parents of a possible 15. • KS2 preparation: 5 parents of a possible 12. • KS1 preparation: 8 parents of a possible 19. <p>The HT commented that attendance had been disappointing. Governors discussed the timing of future workshops.</p> <p>A parent governor commented that she had attended the workshops and had found them to be extremely informative. The presentations had been excellent.</p> <p>The Chair thanked the HT for her wide-ranging and comprehensive report together with those governors who had submitted questions.</p>	
6.	<p><u>SEF/ SCHOOL DEVELOPMENT PLAN 2016-17</u></p> <p>The updated SDP (March 2017 update) had been sent to governors as a supporting paper for the meeting (filed with the minutes).</p> <p>There were no questions arising.</p>	
7.	<p><u>GOVERNOR ACTION PLAN</u></p> <p>The updated GAP had previously been sent to governors. The Chair asked governors to carry out their term 6 monitoring visits against the SDP foci.</p>	

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	<p>Action: Governor pairs to agree visit dates with the HT.</p> <p>Action: The Health & Safety governor to conduct a H&S walk during term 6.</p> <p>The Chair said the frequency and timing of governor visits for 2017/18 would be determined when the new SDP was reviewed during the 28th September 2017 full governing body meeting. There would also be a new GAP for the year.</p>	<p>Govs Vice Chair</p>												
<p>8. 8.1</p>	<p><u>SIAMS SELF EVALUATION</u></p> <p>The HT read out a further excerpt from the Improvement Advisor's NOV dated 4th May 2017.</p> <p><i>"Children throughout the school discuss spirituality and worship and there is a strong Christian ethos throughout the school. The sense of community, care, collaboration, and trust is clear throughout the school community."</i></p> <p>The Chair reported that the parental response to the Diocese's parent questionnaire had been extremely positive and represented more than 50% of pupils. Responses were overwhelmingly that parents "strongly agreed" or "agreed" to the statements contained in the questionnaire.</p> <p>The Chair had since collated the responses and had written to parents regarding the findings. The findings were also mentioned in the school's newsletter and were reported on the school's website.</p> <p>The HT reported that a governor had completed a review of the school's website in respect of the school's Christian Distinctiveness as a Church school. The governor had sent a comprehensive report to the HT which itemised those areas where the new section "Our Church School" was considered particularly strong and those areas which required minor enhancement. The HT said the recommendations made would be actioned.</p> <p>It was further noted that governors had since attended twilight training delivered by the Diocese on "Governance of a Church School". The training had enabled governors to have an increased understanding of their role in a Voluntary Aided school and to provide more effective questioning and monitoring of the SIAMS framework.</p>													
<p>9. 9.1</p>	<p><u>COMMITTEE REPORTS</u></p> <p><u>Curriculum & Standards Committee Meeting – 16th March 2017</u></p> <p>The draft minutes of the previous C&S Committee meeting had been circulated as a supporting paper for this meeting. Given the minutes were considered comprehensive, there were no questions arising.</p>													
<p>10.0</p>	<p><u>BUDGET CLOSEDOWN - 2016/17</u></p> <p>Governors were provided with the outturn report for 2016/17 in advance of the meeting (filed with the minutes). The outturn had been discussed in detail during the Finance, Facilities, and Personnel (F,F&P) Committee meeting which preceded this meeting.</p> <table border="1" data-bbox="261 1675 1216 1877"> <thead> <tr> <th></th> <th style="text-align: right;">£</th> </tr> </thead> <tbody> <tr> <td>Revenue Income</td> <td style="text-align: right;">566,965</td> </tr> <tr> <td>Expenditure</td> <td style="text-align: right;">562,201</td> </tr> <tr> <td>Balance B/F 2015/16</td> <td style="text-align: right;">8,325</td> </tr> <tr> <td>Revenue Balance this year</td> <td style="text-align: right;">4,763</td> </tr> <tr> <td>Revenue Balance C/F to 2017/18</td> <td style="text-align: right;">13,088</td> </tr> </tbody> </table> <p>The Chair was delighted to report that the eventual outturn was better than previously predicted.</p> <p>Governors thanked the HT, Finance Officer, and Business Manager for</p>		£	Revenue Income	566,965	Expenditure	562,201	Balance B/F 2015/16	8,325	Revenue Balance this year	4,763	Revenue Balance C/F to 2017/18	13,088	
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	their careful management of the school's finances during 2016/17.	
11.0	<p><u>3 YEAR BUDGET PLAN – 2017-2020</u></p> <p>The draft 3 Year Budget Plan for 2017/20 was provided to governors in advance of the meeting (filed with the minutes).</p> <p>The Chair reported that the F,F&P Committee had thoroughly reviewed the proposed budget during their meeting earlier.</p> <p>The Chair commented that:</p> <ul style="list-style-type: none"> • Income was based on the projected number of pupils on roll during Year 2 and Year 3. • Funds had been set aside to resource the curriculum. • The budget reflected salary progression or possible TLRs (Teaching and Learning Responsibilities). <p>The F,F&P Committee recommended that the governing body adopt the 3-Year Budget Plan.</p> <p>The full governing body ratified the 3-Year Budget Plan for 2017-2020.</p> <p>Action: The HT to submit the agreed 3YBP to the Local Authority prior to 31st May 2017.</p>	HT
12.	<u>FINANCE</u>	
12.1	<p><u>SFVS</u></p> <p>The Chair confirmed the SFVS (as filed) had been submitted to the Local Authority prior to the deadline of 31st March 2017. The SFVS had been updated to reflect the recommendations made following the compliance visit of 1st and 2nd December 2016.</p>	
13.	<u>SAFEGUARDING</u>	
	The HT said there were no incidents or issues to report.	
14.	<u>POLICIES</u>	
	Those policies due for review were circulated in advance of the meeting (filed with the minutes).	
14.1	<p>Governors agreed to adopt the following policies:</p> <ul style="list-style-type: none"> • Equality and Diversity Policy (Review in 2 years' time) • R.E Policy (Review in 3 years' time) • Appraisal Policy (Review in 1 years' time) 	
15.	<u>GOVERNOR TRAINING AND DEVELOPMENT</u>	
15.1	<p><u>Governor Training Undertaken</u></p> <p>This was minuted under agenda item 8 (SIAMS).</p>	
15.2	<p><u>Future Governor Training Events</u></p> <p>Governors were reminded of the TRA governor training due to take place at 6pm at Homewood School on 26th June 2017. The focus of the training would be "Excellence in Governance" and "The Financial Landscape for Schools" together with a general TRA governor update.</p> <p>Action: Governors to reserve places on this training event via CPD Online event reference GV 17/122.</p>	Govs

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ITEM	OTHER	
<p>16.</p> <p>16.1</p> <p>16.2</p>	<p><u>CHAIR'S ACTIONS / CORRESPONDENCE</u></p> <p><u>Chair's Actions</u></p> <p>On behalf of the WSA, the Chair asked if any governors would be willing to help run a governor stall during the Summer Fair of 17th June 2017.</p> <p>Action: If governors were available to help, to contact the Chair of the WSA via the school.</p> <p>Governors took this opportunity to thank the WSA given they worked exceptionally hard to raise funds on behalf of the school.</p> <p><u>Correspondence Received</u></p> <p>The Chair reported on the second visit which had been conducted by Ruth Swailes, the school's Improvement Advisor. Whilst this visit had been mentioned earlier in the meeting, the Chair wished to make governors aware of further comments contained in the IA's Note of Visit dated 4th May 2017:</p> <p><i>"Children show high levels of engagement throughout the school, there is a purposeful learning environment and children show high levels of independence in their learning, this is particularly noticeable at upper KS2."</i></p> <p><i>"Books show good progress and expectations are high."</i></p> <p><i>"Whilst gaps in learning had been identified in Years 3 and 4", (the reasons for this were understood), "the school had taken action to rectify this issue..."</i></p> <p><i>"The school has 28% Pupil Premium children and their needs are met well, particularly in reading, where their attainment is in line with all pupils in most Year Groups. PP children read to an adult every day in school."</i></p> <p><i>"The school currently tracks PP children effectively..."</i></p> <p><i>"Leaders have worked hard to increase PP participation in extra curricular clubs..."</i></p> <p><i>"Leadership is now much more widely distributed, with Subject Leads taking an enthusiastic role in school improvement. Teachers and leaders are using data effectively to inform next steps for pupils and the SIP."</i></p> <p><i>"Outcomes in EYFS are strong..."</i></p> <p><i>"Provision for SEN pupils is now a strength...."</i></p> <p><i>"Leaders have worked hard to foster relationships with the school community and this has paid off with high levels of parental engagement..."</i></p> <p><i>"Governors are proactive and highly involved in school life, as a result they know the strengths and areas for development in the school."</i></p> <p>The Chair said this was a very, very positive report. The HT commented that conversations with the IA focussed around the school being solidly 'good' with elements of 'outstanding'.</p> <p>The IA would conduct her third visit to the school during July 2017.</p>	<p>Govs</p>
<p>17.</p>	<p><u>ANY OTHER URGENT BUSINESS</u></p> <p>There were no urgent items arising.</p>	
<p>18.</p>	<p><u>CONFIDENTIALITY</u></p> <p>Some minutes contained in agenda item 5 (Headteacher's Report) were considered confidential and were minuted accordingly.</p>	

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17.	<u>DATE OF THE NEXT MEETING</u>	
	The next meeting would take place on Thursday, 13th July 2017 at 6.30 pm.	

The meeting concluded at 8.00 pm

Signed:.....
(Chair)

Date:

ACTION SUMMARY

Action Item	Agenda Item	Governor/ HT/DHT/ Clerk	Action
1.	7.0	Governors	To agree visit dates with the HT.
2.	7.0	Vice Chair	To conduct a H&S walk during term 6.
3.	11.0	HT	To submit the agreed 3YBP to the Local Authority prior to 31 st May 2017.
4.	15.2	Governors	If available to attend, to reserve places on this training event via CPD Online event reference GV 17/122.
5.	16.0	Governors	If available to help run a stall during the Summer Fair, to contact the Chair of the WSA via the school.

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