



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL
MINUTES OF THE FULL GOVERNING BODY MEETING
Held at School on Thursday, 7th December 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), Jennifer Maynard (Vice Chair), Claire Frost (HT), Deborah Bennett, Rev'd. Judy Darkins, Sue Mash, Jill Double, Rev'd Tricia Fogden, Jo Dadson.

ATTENDING: John Carroll (Agenda Item 1 only)

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. The meeting was opened with a prayer.</p> <p><u>Presentation to John Carroll – End of Term of Office as Local Authority Governor</u></p> <p>In recognition of twelve years of service to Wittersham C.E Primary School's governing body, John Carroll (JC) was presented with a long service certificate from the Local Authority. The Chair took this opportunity to thank JC for his much-valued contribution to the governing body and incredible commitment to the school whilst a serving governor. On a personal note, the Chair said JC had also provided tremendous personal support whilst Vice Chair. His contributions, enthusiasm and humour would be greatly missed. JC was wished all the very best for the future.</p>	
1.	<p><u>APOLOGIES FOR ABSENCE</u></p> <p>Apologies were received and accepted for Oliver Walker. There were no other apologies for absence.</p>	
2.	<p><u>DECLARATION OF BUSINESS INTEREST</u></p> <p>Sue Mash declared she was also 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.	<p><u>GOVERNANCE</u></p>	
3.1	<p><u>Governing Body Membership</u></p> <p>The Chair reported there were currently two vacancies; a Foundation governor and Local Authority (LA) governor. The Clerk provided a brief explanation of the procedure to appoint a Local Authority governor. The first stage in the process was for governors to agree a nomination who would be put forward to the LA Governor Appointment Panel for their consideration when next they met.</p> <p>Action: Governors to consider suitable candidates for both vacancies and to advise the Chair accordingly.</p>	Govs
3.2	<p><u>Health & Safety Governor Appointment</u></p> <p>JD was appointed Health & Safety governor.</p>	

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<p>3.3</p> <p>3.4</p>	<p><u>Data Protection</u></p> <p>Governors previously understood there was a need to appoint a Data Protection governor following new legislation to be introduced in May 2018.</p> <p>The HT advised that the school would also be required to have a designated GDPR (General Data Protection Regulation) Officer. Costings were currently being prepared to fulfil this role given it was thought unlikely that the school's Business Manager had sufficient capacity to also undertake this.</p> <p>The HT told governors that the Tenterden Schools Trust (TST) intended to employ a GDPR Officer for one day per week who would fulfil this role across the three TST schools. The HT had contacted the Chief Executive of the TST Board to explore whether it would be possible to purchase the services of their GDPR Officer. This was currently being considered.</p> <p>A governor asked if there was a job description available for the DP governor or GDPR Officer. The HT explained that whilst there was a job description for the GDPR Officer on KELSI, there was nothing currently available for a GDPR governor.</p> <p>The governing body agreed it was difficult to assign a governor this responsibility if the role and responsibilities were yet to be defined.</p> <p>Action: The Clerk to contact the LA Area Governance Officer to seek guidance on the role of the GDPR governor.</p> <p>Action: The Clerk to include an item within the agenda of the 8th February FGB meeting on the appointment of a GDPR governor.</p> <p><u>Any Other Items</u></p> <p>There were no other matters arising.</p>	<p>Clerk</p> <p>Clerk</p>
<p>4.</p> <p>4.1</p> <p>4.2</p>	<p><u>MINUTES OF THE FULL GOVERNING BODY MEETING HELD ON 3RD OCTOBER 2017</u></p> <p>The minutes of the previous meeting were considered an accurate account and were signed by the Chair.</p> <p><u>Governor and Clerk's Actions Arising</u></p> <p>Item 3. Action: Following the end of term of office of the LA governor, the Clerk to send the Network Manager (DH) an updated annual summary of governor business interests for inclusion on the website.</p> <p>Item 4. DB's learning walk would take place on Tuesday, 12th December 2018.</p> <p>Item 7. It was noted that the HT, Vice Chair, Ex Officio Foundation governor, and Foundation governor (TF) had attended the TRA joint governor training on 6th November 2018. Attending governors had received updated Safeguarding training. The new Data Protection Legislation had also been a topic of discussion.</p> <p>All other items had been actioned or would be discussed during the meeting.</p>	<p>Clerk</p>
<p>ITEM</p>	<p>SCHOOL IMPROVEMENT</p>	
<p>5.</p>	<p><u>HEADTEACHER'S REPORT</u></p> <p>(Some minutes contained within this agenda item were considered confidential and were minuted separately.)</p> <p>The HT's written report was circulated prior to the meeting together with the EYFS baseline assessment data and term 1 progress and attainment data for all year groups (filed with the minutes). Governor were invited to submit questions in advance.</p>	

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<p>5.1</p>	<p>A governor referenced the CPD training of 6th November 2017 which had been delivered in-house to TAs on higher order questioning. Were the two new TAs in post by then? The HT said both were already in post and had participated and benefited from the training.</p> <p>A governor referenced the Key Stage 1 results and specifically the percentage of pupils working at greater depth in writing and Maths which were slightly lower than the national average. What was this attributed to? The HT explained that greater depth for KS1 was based on every single strand being met. There were more children who were working at greater depth but were unable to evidence one of the strands.</p> <p>The HT thought it probable that as the school continued to embed the provision for the more able in EYFS and KS1, the percentage of children at GD would rise. However, with small numbers, it could be very cohort specific. Identifying trends or particular issues could be less reliable as were comparisons to KS2.</p> <p>A governor asked what was being done to close the more able gap. The HT said the more able KS1 pupils were very much a focus and were targeted during Pupil Progress meetings (PPMs) and reflected in provision mapping.</p> <p>The HT reported that the KS1 targets for GD this year were:</p> <ul style="list-style-type: none"> • 29% in reading (last year's national average 25.2%) • 21% in writing (15.6%) • 29% in Maths (20.5%) <p>A governor asked the HT to explain the relatively low percentage for Pupil Premium pupils combined at the end of KS2, particularly as the separate percentages for PP children were materially higher. The HT said the results were based on four PP children. The target had been 75% combined overall (50% actual).</p> <ul style="list-style-type: none"> • The three children who had been targeted in writing and Maths had achieved expected (75%). • Three children had been targeted in reading. The fourth child had not been targeted given the pupil was a level one in reading at KS1 and had needs. <ul style="list-style-type: none"> ➢ Of the three pupils who had been targeted, the pupil who didn't achieve on test day had joined the school half-way through Year 5. Whilst the child had made accelerated progress and achieved 'expected' in all test papers, there were reasons why the pupil felt unable to complete the paper on the day. This brought the overall percentage for combined down to the lowest denominator of 50%. <p>A governor enquired as to the outcome of the term 1 lesson observations. The HT explained that individual lesson observations weren't graded as outcomes were triangulated and considered based on progress over time. Whilst the overall picture was strong, one teacher's formal lesson observation was not as expected. The HT intended to carry out an additional formal lesson observation and book scrutiny to ensure that it wasn't indicative of a usual teaching and learning practice in that class.</p> <p>A governor enquired as to the progress on the 'Learn to Lead' project. The HT reported there had been no recent progress given a lack of capacity for the HT to run the project or the capacity of staff to lead it as an additional duty. However, as the HT had attended the original training sessions with the pupils, this was something which could be rolled out again in the future.</p> <p>The HT commented that all Tenterden Rural Alliance schools had reported similar problems with the 'Learn to Lead' project given the project had originally been designed for secondary pupils by Whole Education. The training was considered to be pitched too high to be truly self-sustaining by Year 5/6 children. Following the input days, the children were too reliant on adults to get</p>	
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projects up and running.

A governor asked what the present position was on the boiler replacement? The HT said the school's Business Manager continued to chase the Diocesan Architects to enable matters to move forward. However, no progress had been made since the quotation was submitted from the Diocese's approved contractor. There was concern that the overall cost was not yet known and that costs would have gone up in the interim. Until the final approval of the work was agreed, the final figure for its 10% contribution was unknown.

A governor asked if there were any budgetary implications if the boiler replacement wasn't completed during this financial year? The HT explained that the school had been successful in securing an LCVAP funding bid from the Diocese. The funds to replace the boiler would not be taken from the school's devolved budget.

A governor enquired how well the 'Meeting the Teacher' events were received by parents? The HT said given the nature of the event, parents weren't asked to complete formal evaluations. The event was designed to be informal to encourage parental involvement. The verbal feedback provided was that parents appreciated the opportunity. As was often the case for a small school, attendance wasn't necessarily as high given parents often knew the teachers and classrooms from either siblings or from having the same teacher during consecutive years.

A governor noted the HT had put in place extremely successful strategies last year to improve attendance of parent consultation meetings. The HT was asked to report on the attendance of the November meetings. The HT reported that last year there had been 85% attendance when compared to 86% this year. Attendance was summarised by class:

- Windmill – 83%
- Smuggler – 85%
- Viking – 86%
- Oxney – 80%
- Rother – 100%
- PP attendance – 94%

The HT further reported that of the seventeen children who didn't attend, this comprised five families. There were also two individual families with unauthorized holidays at the time. Attendance would continue to be tracked.

A governor said class reports referenced a 'hook', a 'marvelous middle' and a 'fantastic finish' in lesson planning. Could the HT provide further details of this approach? The HT explained that this was a creative approach to adding enrichment opportunities for the children. The children were provided with a 'hook' at the beginning. The 'marvelous middle' would re-energise and re-engage the children. The 'fantastic finish' would celebrate the children's learning at the end. The HT said the school had chosen to subsidise further trips during the year. Examples were provided; a Dungeness visit the following week with the theme of 'changing times' where the children had looked at electricity and power. There had been a 'Victorian' trip for Years 3, 4 and 5 which was relevant to their studies of Victorian times. This provided the children with the wider context and understanding in life which they might not otherwise experience.

A governor thought the visual displays sent home to parents were particularly effective and served well as a reminder. The HT said there was now visual uniformity across the school. Staff were also thinking ahead and planning enrichment activities to ensure that there was additional excitement in the children's learning.

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<p>5.2</p>	<p>A governor noted that 14 pupils had less than 90% attendance which roughly approximated to one week absence over the period to date. Did this mainly arise from term time holidays? The HT reported there were 51 days of unauthorized absence during term 1. Some were attributed to Homewood School siblings who had a two-week break between terms 1 and 2 in October. Ten pupils had chosen to take unauthorized absence. There had also been a huge amount of illness.</p> <p>A governor understood that teachers were dedicating a lunch time each week to supervise 'Reflection Time'. What did the reflection time encompass? The HT said that whilst these sessions had not yet started, the intention was that the older children would complete some form of written reflection. The younger children would be less able to record their reflections so needed to understand the purpose of why they were there. The process would include silent reflection following an opportunity to have discussed why they were in 'reflection'.</p> <p>A governor thought the 'Tapestry' app sounded great. However, did this create additional work for the teachers? The HT said this would not be the case. The EYFS class teacher and TA carried out daily observations of unique learning against the EYFS profile. Rather than being paper based observations, they were recorded electronically on an iPad which parents could then access to view the profile of their own children.</p> <p>The HT continued to say that the advantage of 'Tapestry' was that it also acted as a tracking and assessment vehicle which could be used in gap analysis which would guide whole class or individual planning and teaching. 'Tapestry' was also considered an enhancement to Target Tracker for Early Years given it was considered better.</p> <p>On behalf of governors, the Chair thanked the HT for her extremely comprehensive report.</p> <p><u>Tenterden Rural Alliance Memorandum of Understanding</u></p> <p>The proposed TRA MoU was provided as a supporting paper for the meeting (filed with the minutes).</p> <p>Governors agreed the TRA MoU which would be signed by the Chair and HT.</p>	
<p>6.</p> <p>6.1</p> <p>6.2</p>	<p><u>SEF/ SCHOOL DEVELOPMENT PLAN 2016-17</u></p> <p>The HT advised that she intended to update the SDP during the forthcoming holidays. However, all achievement targets had already been populated.</p> <p>Action: The HT to send governors the updated SDP early in term 3.</p> <p><u>Governor Visits Undertaken</u></p> <p>It was noted that DB and JD would complete their term 2 visits by the following week. Visit reports would be circulated shortly based on the template previously provided.</p> <p>Action: DB and JD to each write a piece for the "Governor Blog".</p> <p>The Chair reported on his KS2 pupil conference which had taken place on Tuesday, 5th December 2017. There were set questions which had previously been reviewed by the Chair and HT which related to Focus 3 of the SDP. The key findings were:</p> <ul style="list-style-type: none"> • The children felt safe in the school. • The children really enjoyed coming to school. • The children were encouraged to be healthy. • The children enjoyed their learning and were encouraged to do their best. A pupil had said "<i>Our teachers never say that we are wrong. They suggest</i> 	<p>HT</p> <p>DB/JD</p>

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<p>6.3</p>	<p><i>ways in which we can improve our work."</i></p> <p>The Chair asked pupils if there was anything they would like to add which would be taken back to governors and to the HT which hadn't been covered in the questions. The children had commented that they loved the fact that the HT was always around the school, that she talked to the pupils and was very approachable.</p> <p>They had also commented that the teachers working incredibly hard. Whenever the children had a break, the teachers were in their classrooms marking or preparing for the lesson. They were at school late at the end of each day. The Chair asked the HT to pass these comments onto staff.</p> <p>The Chair commented that he found the children to be a very articulate group of pupils who were happy and at ease to provide their views. All children knew that the school's attendance target was 97%. All knew about the different types of bullying but had never witnessed any bullying. Despite this, they knew that they could go to an adult when the situation would be dealt with.</p> <p>The children clearly understood how they put the school's Christian values into practice within their daily life at school.</p> <p><u>Governor Monitoring Activities in Term 3</u></p> <p>Action: JM/TF to each conduct a visit on Collective Worship or class worship and a learning walk. Both to confirm the dates of their respective visits with the HT. (Focus 2)</p> <p>Action: The Chair/HT to look at the practicalities of arranging the Subject Leader visits.</p> <p>Action: The Clerk to include Subject Leader visits as an item within the agenda of the 8th February 2018 FGB meeting.</p>	<p>JM/TF</p> <p>Chair/ HT</p> <p>Clerk</p>
<p>7.</p> <p>7.1</p>	<p><u>SIAMS/RE ACTION PLAN</u></p> <p>A governor asked if the new style of Collective Worship was working well. The staff governor (RE Leader) said the children were certainly enjoying the new format and it had been well received by the staff. The HT explained that the school was using a book (recommended by the Diocese) which contained a theme which would run across a two-year period.</p> <p>The staff governor reported that the next training session on the new RE curriculum had been rescheduled and had not yet taken place. However, staff had begun to trial the new plans. The new curriculum contained quite deep topics, was enquiry based and contained complex questioning. There were several questions which had arisen during the trial which would be taken forward to the next training session.</p> <p>A governor asked if the new RE curriculum was being trialled across the entire school. The staff governor explained that Years 1/2 and 4/5 were trialling it. Year 6 would begin after Christmas.</p> <p>A governor proposed that the staff governor should present a report at the end of the academic year when the trial had been completed and remaining training undertaken.</p>	
<p>8.</p> <p>8.1</p>	<p><u>FINANCE/HEALTH & SAFETY / PREMISES</u></p> <p>Governors had previously been sent the draft minutes of the Finance, Facilities and Personnel Committee meeting held on 6th November 2017. There were no questions arising from the minutes.</p> <p>Action: The Clerk to include an item within the FF&P agenda of 22nd January 2018 on the appointment of a new Chair of this committee.</p>	<p>Clerk</p>

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8.2	<p><u>Penalties for Unauthorised Absence</u></p> <p>The HT asked governors to consider whether penalties should be imposed. The HT outlined the section on penalties contained within the Local Authority model policy which would be removed if the school chose not to fine.</p> <ul style="list-style-type: none"> • Penalty notices for poor attendance would be issued in cases of absence when ten or more half day sessions (5 days) were missed without authorisation during any 100 school sessions (or 50 days). • A penalty notice would be issued if a child who had been excluded was found in a public place during school hours. • The HT was required to advise the Local Authority when a parent had met the criteria for unauthorised absence. The Local Authority would then issue a penalty notice. The fine imposed was £120 which was payable within 28 days. The penalty was reduced to £60 if paid within 21 days. <p>A governor questioned whether this was a sufficient deterrent and that it wouldn't impact on those parents who chose to take their children on holiday during term time.</p> <p>Following due consideration, governors thought it appropriate that the section on penalties should be removed from the model Attendance policy.</p> <p>Action: The Clerk to include a review of the Attendance policy within the agenda of the FGB meeting of 8th February 2018.</p>	Clerk
9.	<p><u>SAFEGUARDING</u></p> <p>The HT said there were no issues or incidents to report.</p>	
10. 10.1	<p><u>POLICIES</u></p> <p>The policy due for review was circulated prior to the meeting (filed with the minutes).</p> <p><u>Capability Policy</u></p> <p>The policy presented was the SPS model policy.</p> <p>Governors agreed to adopt this policy which would be reviewed again in 2 years' time.</p>	
11.	<p><u>GOVERNOR TRAINING AND DEVELOPMENT</u></p> <p>The Chair reported on his participation in a Local Authority 'webinar' on the Fischer Family Trust. Two online courses were subsequently completed.</p> <p>The HT reported that the DfE's ASP (Analysing School Performance) would be used by the Local Authority and would replace RAISEOnline. The school would continue to receive the Inspection Dashboard.</p> <p>Governor attendance of the TRA joint governor training in November had been discussed earlier in the meeting.</p>	
ITEM	OTHER	
12.	<p><u>CHAIR'S ACTIONS / CORRESPONDENCE</u></p> <p>(This item was minuted confidentially)</p>	
13.	<p><u>ANY OTHER URGENT BUSINESS</u></p> <p>The HT provided governors with an update on the school bus. The HT had since been contacted by the Cabinet Member for Children, Young People, and Education. A decision had been taken to allow the current Year R pupils from Appledore to go on the bus. However, the LA had withdrawn the opportunity for</p>	

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	parents to pay for places from next year. The HT thought this decision likely to impact on pupil numbers. It was also understood to be a county-wide issue.	
14.	<u>CONFIDENTIALITY</u> Some minutes contained within agenda item 5 (HT Report) and item 12 (Chair's Actions) were considered confidential and were minuted separately.	
15.	<u>DATE OF THE NEXT MEETING</u> The next meeting would take place on Thursday, 8th February 2018 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.	3.2	Governors	To consider suitable candidates for both the Foundation and Local Authority governor vacancies and to advise the Chair.
2.	3.4	Clerk	To contact the Area Governance Officer to seek guidance on the role of the GDPR governor.
3.	3.4	Clerk	To include an item within the agenda of the 8 th February FGB meeting on the appointment of a GDPR governor.
4.	4.2	Clerk	To send the Network Manager (DH) an updated annual summary of governor business interests for inclusion on the school's website.
5.	6.1	HT	To send governors the updated SDP early in term 3.
6.	6.2	DB/JD	To each write a piece for the "Governor Blog".
7.	6.3	JM/TF	Each to conduct a governor visit on either Collective Worship or class worship and a learning walk. Both to confirm the dates of their visits with the HT.
8.	6.3	Chair/HT	To look at the practicalities of arranging the Subject Leader visits.
9.	6.3	Clerk	To include Subject Leader visits as an item within the agenda of the 8 th February 2018 FGB meeting.
10.	8.1	Clerk	To include an item within the FF&P agenda of 22 nd January 2018 on the appointment of a new Chair of this committee.
11.	8.2	Clerk	To include a review of the Attendance policy within the agenda of the FGB meeting of 8 th February 2018.

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