



St John's Green Primary School.
Learn to Live, Live to Learn

Minutes of the Meeting of the Governors held at the School on
Tuesday 12th May 2015 at 6.15 p.m.

Membership: (Committee membership shown in brackets.)

Mr P Taylor	Co-opted (PPF)	Mrs A Whitwell	Co-opted
Mr A Short	LA (Chair) (PPF, ECM)	Vacancy	Parent (PPF)
Mrs A Fair	Co-opted (PPF)	Ms S Stubbings	Parent (ECM)
Mr S Billings	Staff (Head) (PPF, ECM)	Mr L McIver	Parent (ECM)
Mrs S Burke	Staff	Ms N Roberts	Parent (ECM)
Mrs F Bullivant	Ex-officio		
Mrs T Bourne	Ex-officio		
Mr P Freeman	Clerk		

Present:

Mr P Taylor	Co-opted (PPF)	Mr L McIver	Parent (ECM)
Mr A Short	LA (Chair) (PPF, ECM)	Ms N Roberts	Parent (ECM)
Mr S Billings	Staff (Head) (PPF, ECM)	Mrs A Whitwell	Co-opted
Mrs S Burke	Staff	Mrs T Bourne	Ex-officio
Mrs F Bullivant	Ex-officio	Mr P Shirley	Associate
Mr P Freeman	Clerk		

1/05.15 Welcome

Mr Short welcomed everyone to the meeting and introduced Philip Shirley. Mr Shirley had met Mr Short, as a prospective governor, and as a result was attending the meeting. All governors and the Clerk introduced themselves, as did Mr Shirley.

Teacher/Governor Forum:

Governors met members of staff from the year group with which they were linked, and at the end of the meeting the following reports were given:

Foundation Stage:

- It had been a very positive meeting and there had been continued improvement in performance.
- Result sheets:
 - Were colour coded by age and when the child started at the school, had been used, to identify those in need of support from intervention strategies.
 - They were completed every six weeks and included details of where special intervention was needed.

- Rachel Scotting was making a significant contribution to the work and those children who had English as an additional language were making good progress.
- There were good plans in place for the remainder of the term.

Year 1:

- There was a very positive standard of writing.
- 1A was the school end of year expectation.
- In one class those pupils who qualified for the Pupil Premium were making more progress in reading and Mathematics than those who did not.
- Turbulence: four children had joined the year group and they had particular needs. Interventions were being used to support them.
- Class Teachers were working with those who needed to make greater levels of progress.

In response to a question from a governor the following point was made:

- *Those who had not met the standard were one sub level below and those with the greatest need were receiving support.*

Year 2:

- A number of intervention strategies had been introduced and as a result progress was being made and most should reach the 2A target.
- The relationships with parents had grown and one parent had attended a Mathematics lesson to be able to help their child at home.
- Some pupils had Special Educational Needs and were receiving support.

Year 3

- Achievement:
 - 75% of pupils would achieve the expected level in writing.
 - 65% of pupils would achieve the expected level in reading.
 - 74% of pupils would achieve the expected level in Mathematics.
- There were four pupils with Special Educational Needs who would not achieve this level.
- The teacher was working with a one-to-one focus group and there was a group for gifted and talented children.
- 3B was the expectation for the children and the girls should achieve this but some of the boys may not.
- Members of staff were encouraging greater parent involvement with their children's education.

In response to a question from a governor the following point was made:

- *The makeup of the classes would stay the same as they moved from year to year so the children can stay together.*
- *There was setting within the classroom when pupils undertook differentiated work.*

Year 4:

- 70% of pupils were on target for 4C.
- Mathematics was slightly better at 73%.
- Girls were doing well but the boys were slightly below this level.
- Some pupils who qualified for the Pupil Premium may not reach 4C

Year 5:

- There were 30 pupils in the class.
- There was a gap between the performance of boys and girls, with the largest gap in writing.
- Intervention strategies were in place and the 'Big Write was used for those pupils who were 4C and below.
- Mr Green was assisting with the teaching of Mathematics once each week and there was a



weekly quick fix for writing.

- Home work was little and often, and this was designed to help raise achievement levels.
- 4B was the national average.
- The progress of individuals had been good.

Year 6:

- Every child should reach Level 4 in at least one subject.
- Intervention strategies were used until the week before this meeting which coincided with SATs week.
- Some interventions would continue until the end of the school year.
- The theme in writing would be 'inspirational writers' for the remainder of the term and this was designed to encourage pupils to read.
- 4C:
 - 24 of 31 children were on target in writing
 - 28 of 31 children were on target in reading.
 - 27 of 31 were on target in Mathematics.
- Six children, would take the Level 6 Mathematics SATs.
- Girls were doing better in reading and writing.
- The writing levels would be moderated in June.

Mr Billings/Mrs Bourne made the following points:

Year 6:

- Targets were set high.
- The national average at the end of Key Stage Two was Level 4
- It was accepted that the whole class would not reach 5B.
- That some pupils would achieve Level 6 would reflect the ability of the cohort.
- Pupils would be assessed on being secondary school ready.
- The pupil progress meetings had taken place in the week before this meeting.

In response to questions from governors the following points were made:

- *Two teachers in Year 6 had made a massive difference.*
- *There had been one addition to the cohort in Year 6.*

The following points were made in answers to questions from governors:

- *In the intake of pupils for September 2015, of the 90 children, there would be two with statements in Reception.*
- *Statemented children were a priority for admission to a school.*
- *Academies were responsible for their own admissions and appeals could also be the responsibility of the Academy.*
- *All local primary schools were full and St John's Green was oversubscribed.*

2/05.15 Apologies for Absence

Apologies were received and accepted from Mrs Fairs and Mrs Stubbings.

3/05.15 Membership

Name	Category	End of Term of Office	Attendance 2014/2015
Mr P Taylor	Co-opted	19 November 2016	2/3
Mrs A Fair	Co-opted	26 June 2016	3/3
Mrs A Whitwell	Co-opted	2 February 2019	1/1



Mr A Short	LA (chair)	24 July 2018	2/3
Mr S Billings	Staff (Head)	N/A	3/3
Mrs S Burke	Staff	27 November 2018	1/1
Ms S Stubbings	Parent	10 March 2018	3/3
Ms N Roberts	Parent	10 March 2018	3/3
Vacancy	Parent		
Mr M Folkard	Parent	7 December 2016	2/3
Mr L McIver	Parent	7 December 2016	1/3
Mrs T Bourne	Ex-officio		3/3
Mrs F Bullivant	Ex-officio		3/3

a. Vacancies: 1 x Parent.

It was agreed that Mr Billings should notify parents of the vacancy and organise an election. **Action: Mr Billings.**

b. Appointment of Philip Shirley.

Following advice from Governor Services it was unanimously agreed to appoint Mr Shirley, as an Associate member of the Governing Body, and that he should be part of the Every Child Matters Committee.

c. Terms of Office that end this year: none.

d. Governance Statement.

The Chair agreed to prepare a statement which would be put on the school website and governors should look at and send any comments to him. **Action: Governors.**

e. Review of the reconstituted model of the Governing Body.

It was agreed to postpone this item.

4/05.15 Declaration of Business Interests.

None.

5/05.15 Notification of Any Other Urgent Business

None.

6/05.15 Minutes of Previous Meeting:

- 3rd February 2015. (Attached)

The confidential minutes were distributed to governors. The minutes were agreed as a true record and were signed by the Chair, with the following amendment: item 16/02.15 Financial Matters (a) referred to the SFVS and not the three year budget plan. The SFVS was approved.

7/05.15 Matters Arising.

All matters arising would be dealt with under later agenda items.

8/05.15 Chair's Action

The Chair had approved a reduction in hours for the Learning Support Assistant in the Foundation Stage (from 25 to 17.5 hours). This had been a reasonable request and fitted into the staffing structure review. The member of staff will remain in the Foundation Stage.

9/05.15 Governor Development:

- Link Governor Report (For information only – not for discussion)
The report had been circulated to governors.
- Governor training attended (For Information only – to be fed into the Link Governor Report)
Mrs Burke reported that she had attended the Governors' Conference.
- British values – governor training session.
A joint training session, on British Values, had been arranged for 9th June 2015 at

- 6.30 p.m. at Kendall Primary School.
- d. Access for governors to current research in education
This item had been discussed at the Every Child Matters Committee meeting. As a result of the discussion of this the following points were made:
- Members of staff were accessing relevant research to help improve their teaching.
 - Governors already received the Clerk's Update each term which included the most recent information that was sent by the Clerking Service.
 - It was agreed that the minutes of staff meeting would be sent to governors since they would frequently contain updates on recent issues in education. It was also agreed that a link to information on assessment without levels would be sent to governors. **Action: Mr Billings.**
 - Governors were invited to attend staff meetings, if they wished to attend, they should contact the school.
 - Other sources:
 - National Governors Association.
 - Smart phone app: TED.
 - BBC News website – Education section.
- e. Skills audit
A report on the skills audit had been circulated to governors.

10/05.15 School Expansion.

- Overview of snag list only/plans for future development of site:
Mr Billings made the following points:
 - The work on the hall floor had been completed.
 - The 'snags' list was reducing.
 - The problems with the boiler and heating was being dealt with.Mr Billings also reported:
 - Two additional classrooms would be built but no decision had been made on their location.
 - He had written to the Local Authority to request additional funding but he was unhappy with the latest offer that had been made.

11/05.15 Staff Structure Review

The staff structure had been published to all members of staff.

12/05.15 Appointment of an External Advisor for Headteacher Performance Management

The Chair had received a letter offering an external advisor's service, it was agreed to stay with the current external advisor.

13/05.15 Head Teacher's Report

- Linked to the SDP.
In response to questions from governors the following points were made:
 - *The Parental Support Counselling Group was part of the Pupil Premium Action Plan.*
 - *Tracey Clarke had worked on confidence building and had given pupils the opportunity to talk outside class.*
 - *There was a report on the school's website on how the Pupil Premium was used.*
 - *HLTAs were giving booster support.*
 - *The target of 80% of pupils writing out of school had not yet been achieved. The number reading out of school was at a higher level.*

14/05.15 Personnel and Resources Matters:

- a. Premises, Personnel and Finance Committee meeting:
The minutes had been circulated to governors.
- Ratify the budget for 2015/2016.

The budget had been agreed at the meeting and was a decision of the Committee.

- Any questions.
None.
- b. Ratification of decision by email on Outside Play Equipment for Foundation.
The decision made by email was ratified and it had provided a very good facility. There were plans to develop an 'adventure trail'.
- c. Report on Pay Committee.
The performance management of support staff had been undertaken and reviewed against their objectives. All members of staff who were able to move up a point on the scale had been given an additional increment. The remainder of the meeting was spent on a discussion of the staff structure review.

15/05.15 Every Child Matters:

- a. Every Child Matters Committee:
 - Any questions.
There were no questions and the next meeting was on 4th June 2015.

16/05.15 Whole School Education

A video clip was shown to governors. Its focus was on educating the whole child and developing the individual. It was produced by an organisation, called Whole School Education, of which the school was now a member.

The main points of the video clip were:

- It was produced by like-minded people in education.
- It was a new approach to education.
- It would make children ready for life, and for further learning, and it was a way of articulating the way forward.
- Its aim was to bring together a network of good schools to drive change across the whole system.
- The intention was to produce excellent practice.

Mrs Bourne made the following points:

- The school would be a pathfinder school.
- She, and Mr Billings, had visited a school in a deprived area which had developed an approach from this initiative.
- It would broaden the school's current approach.

17/05.15 Assessment Beyond Levels

Mr Billings made the following points about where the school currently was:

- There were four assessment periods each 10 weeks long.
- The school was currently levels focused.
- Levels were competitive and stigmatised. He had tried to explain the system to parents and children.
- The school would develop its own system and he had attended various conferences on the matter. In some cases levels were being used by another name. However, levels were going.
- He summarised where the equivalent of the present levels fell under the revised National Curriculum:

Revised National Curriculum.

- Year 1 – Level 1.
- Year 2 – Level 2/3.
- Year 3 – Level 3.
- Year 4 – Level 4 low.
- Year 5 – Level 4 good
- Year 6 – Level 5 equivalent.
- It would now be necessary to forget levels if the school wished to move forward.
- At the moment it was necessary to assess on levels and at the same time assess beyond levels.



The plan was:

- To move to 3 assessment period each of 13 weeks – the first would be July to the end of November.
- A sheet with the Year 3 programme of study for Mathematics was given to governors. The emphasis was on pupils having knowledge.
- The assessment periods were in three parts:
 - Developing.
 - Embedded – deep conceptual understanding.
 - Mastery – can apply and then the assessment would be if next year ready.
- Some children may not reach mastery.
- Reporting may be based on the number of children who were age ready.

In response to questions from governors the following points were made:

- *There may be issues over gifted and talented children but it would be possible to drive forward at a deeper level. Some areas had to be learnt, and some learnt and applied.*
- *Practice was fundamental.*
- *The school was moving away from homework to daily practice.*
- *Repetition made the greatest difference.*
- *Mastery was essential within the revised National Curriculum.*
- *This had to be embraced as a concept but it would be important to avoid stigmatising children.*
- *'Quality First Teaching' was fundamental.*
- *This was a way to improve standards and the creative areas would sit alongside.*
- *The school had been moving towards this system for some time.*
- *The Key Facts document would be challenging to write.*
- *It was important to understand that levels were going.*

Mr Billings made the following points:

- The school would unpick the assessment process, during the new assessment periods, and at this stage he did not fully know how this would develop.
- He had been working on this for the entire year.
- It was not possible to know what would replace levels as far as government statistics were concerned.
- It would be important that the school was still held to account by governors.

In response to questions from governors the following points were made:

- *If pupils did not reach the mastery level in a year they would be behind but it would then be necessary for every effort to be made to ensure that they kept up with the work in the following year.*
- *Children may start school too early.*
- *Staying behind for a year could benefit children.*

18/05.15 Homework – Practise – School Day

Mr Billings made the following points:

- Pupils did best where there was regular practice.
- The aim was to build in daily practice.
- If homework was set only some would complete it.
- The plan was to extend the length of the school day by fifteen minutes (there was no problem with directed time):
 - Abbey Fields site – teaching would stop at 3.00 p.m.. Key skills practice for fifteen minutes until 3.15 p.m.
 - Town site – teaching would stop at 3.15 p.m.. Key skills practice for fifteen minutes until 3.30 p.m.
 - The teacher would focus on the children who qualified for the Pupil Premium during these fifteen minutes.
- Homework would be a list of topics that children could pick from.
- The benefit would be from the daily practise of key skills with the teacher.
- There would be an issue of the hours of employment of Learning Support Assistants.

In response to questions from governors the following points were made:

- *All children would complete the practice.*



- *The teacher would work with particular groups of children but mostly would focus on the children who qualified for the Pupil Premium.*
- *There would be an emphasis on constant repetition.*
- *The school already had a truncated day but it would make a significant difference to increase the day by fifteen minutes.*
- *All children would receive fifteen minutes to practise with teachers to support them.*
- *Foundation Stage would be different as all would need to get to the end at the same time. This would need to be investigated further and may include outside learning.*
- *It was necessary to unpick the financial issues and the day may be restructured for Learning Support Assistants.*
- *There may be issues for parents with different commitments.*
- *It may be necessary to review the arrangements for Year 1 pupils so they had an afternoon break.*

Following a short discussion governors agreed to the change to the length of the school day. It would be necessary to look at how to manage the staffing issues. However, this would reduce the pressure on teachers, since, it would no longer be necessary for them to chase pupils who had not completed homework.

19/05.15 Financial Matters:

- Ratify changes to the Financial Regulations.
It was agreed to refer this matter to the Premises, Personnel and Finance Committee.
- Virement
(No. 1) of £7,947.00 into LEA Income and General Contingencies.
N.B. The budget had been prepared assuming a carry forward of £75,000 and the balance was confirmed as £82,947.00, resulting in a net increase of £7,947.00 to the Delegated Budget 2015/2016.
This virement was agreed.

20/05.15 Health and Safety.

The Clerk had completed a health and safety review of both sites and the only concern was that there were no smoke detectors in the attic at the Town site.

21/05.15 Report on Pupil Premium.

- Action plan and intervention strategies.
It was agreed to postpone this item.
- Welfare Reforms.
Nothing to report but this item would be kept on the agenda.

22/05.15 Key Stakeholder Engagement.

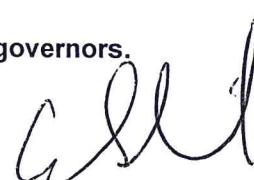
Nothing to report.

23/05.15 Policies.

- Flexible Working.
- Code of Conduct.

24/05.15 Any Other Business.

- School Trips:
 - It was agreed that this will be an agenda item for each meeting. **Action: the Clerk.**
 - Risk assessments for school trips would be completed.
 - The visits to Kingswood and Danbury were approved.
- Information on governors for the school website – the Clerk had prepared a chart of the information required on governors. Governors were asked to email him the following information:
 - Relevant business interests.
 - Membership of the governing bodies of other schools.
 - Relationships with members of staff. **Action: the Clerk and governors.**



12th May 2015.

- It was agreed that it would not be necessary for there to be another meeting of the governors at the end of July, because there would be too little time at the end of the term to complete the analysis of the data. This would be prepared for the meeting in September.

25/05.15 What Have We Done to Advance the Education of the Children during this Meeting?

- The extension of the school day by fifteen minutes.
- Meetings between governors and teachers.

26/05.15 To Note the Dates and Times of the Meetings in 2015/2016.

To be agreed

Meeting closed at 9.15 p.m.

A handwritten signature in black ink, appearing to be 'A. J. T.', located in the bottom right corner of the page.

