

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

Minutes of the Meeting of the Governors held at the Abbey Field Site on  
Monday 12<sup>th</sup> December 2016 at 6.15 p.m.

**Membership:**

Mr S Billings	Staff (Head)	Mrs A Whitwell	Co-opted
Mrs S Burke	Staff	Mrs D Brand	Parent
Ms N Roberts	Parent	Ms S Stubbings	Parent
Ms A Ioannidou	LA		
Mrs F Bullivant	Ex-officio		
Mrs T Bourne	Ex-officio		

**Present:**

Mr S Billings	Staff (Head)	Mrs A Whitwell	Co-opted
Mrs S Burke	Staff	Ms A Ioannidou	LA
Ms N Roberts	Parent	Ms S Stubbings	Parent
Mrs F Bullivant	Ex-officio		
Mrs D Brand	Parent		
In attendance:			
Mrs W Poole	School Business Manager		
Mr P Freeman	Clerk		

***Question/challenge from a governor is shown in italics.***

**1/12.16 Welcome**

Governors were welcomed to the meeting.

**Governor/Teacher Forum.**

Mr Billings introduced this agenda item and explained that governors were going to generate questions to hold teachers to account by a professional dialogue and challenge. The following questions were agreed and the answers from teaching staff are embedded:

Governor Questions for Class Teachers end of AP1 2016-2017	Actions Required/Expected Impact
<p><b>Foundation:</b></p> <p>Why were the boys in Jumbo significantly below the girls in listening and attention, and overall, why were the pupils below the other two classes?</p> <p><i>A higher proportion of SEN and learning needs are boys, in the Welcom screening a larger number of boys had a 6month delay in their communication skills and are now attending Narrative Therapy to help close this gap. In Jumbo there is a high percentage of EAL boys therefore, we working to support their understanding and listening and attention.</i></p>	


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<p>How had the teacher in Chariot got a significant number of children to the Age Related Expectation, when compared to the other two classes?</p> <p><i>This is due to the makeup of the class, also to support this Chariots parents are more engaged and support their children at home. They have had more life experiences and have arrived at school with a higher baseline than the other two classes</i></p> <p>What plans were there to close the gaps, so that the children were at the Early Learning Goals at the end of AP2, especially the boys?</p> <p><i>Regular moderation between the 3 Foundation teachers, moderation with triad schools, regular assessment using Target Tracker to identify and plan to gaps, observations, planned interventions to target the gaps, planning to boy interests -- child led planning/learning. We will plan in half termly observations of each other's teaching and learning environments.</i></p> <p>How will 20% of the children exceed the Early Learning Goals stage beyond a good level of development?</p> <p><i>We will regularly use the data as a guide to what children have the capabilities to achieve exceeding in the ELGs. We will use this understanding to set challenges, open ended questioning, planning, adult directed learning, interventions, inside and outdoor learning, learning to focus on these children interests. We will moderate and monitor together.</i></p> <p><b>Year 1:</b></p> <p>Why was the data for the children in Circus significantly below that of the other two classes in Year 1?</p> <p><i>The end of Foundation data for these children was significantly lower than the other two classes. There are a higher number of Pupil Premium children as well as SEND children. All of the children have made progress and in fact in almost every category of data the % of children on track has gone up. There is a decrease in the case of two girls who I am tracking closely.</i></p> <p>In some areas, Mathematics in Eagles and writing in Circus, Year 1 pupils were below what had been achieved at the end of the Foundation Stage. Why were some children falling behind?</p> <p><i>The children that these figure relate to have made progress however it is not enough to achieve the 1b that was expected. In the case of the writing in Circus I feel that these children fell back in the holidays and did not start the year at the level they achieved in July. In Eagles the CT feels that from assessments the children are not far from where they need to be and with targeted interventions are on track for where they need to be.</i></p> <p>Will the intervention strategies close the gap between boys and girls, and between disadvantaged children and those who were not disadvantaged?</p> <p><i>The interventions we have selected have been chosen to target the gaps identified in assessment. We hope that they will be effective but should they not be, we will change them.</i></p> <p><b>Year 2:</b></p> <p>Why did the data for the children in Claudius and Mercury show that they were underperforming in reading when compared to those in Romans?</p> <p><i>Natural variation across the classes</i></p> <p><i>The classes have very different starting points; it is important that Governors identify the 3 classes are different</i></p> <p><i>Phase meetings will focus on moderation of reading using Rising Stars</i></p> <p><i>We will be using whole class reading comprehensions linked to topic across the three classes</i></p> <p><i>PP – peer to peer reading across the Middle Phase.</i></p>	
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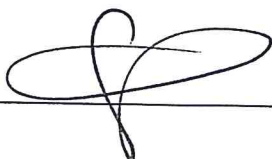
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<p><i>It is something we are aware of.</i></p> <p>How will teachers ensure that 80% of children were at the Age Related Expectation at the end of Year 2?</p> <p><i>Regular moderation and discussion of work across the year group</i></p> <p><i>Triad moderation with other school to check consistency of judgments</i></p> <p><i>Flexible interventions which target children not at ARE</i></p> <p><i>A focus on cross-curricular writing</i></p> <p>The commentary was the same for all class, but how were class teachers taking into account the idiosyncrasies of each cohort as this was not reflected in the commentary?</p> <p><i>The commentary reflects the push for consistency across the school. It also reflects teachers working as a team and pooling their strengths/resources to have the greatest impact across the year group.</i></p> <p><i>The natural variation across the classes will be addressed by the varying numbers of children accessing the interventions in each class e.g. 1 child in Romans might be accessing an intervention while 3 from Mercury access the same intervention</i></p> <p><i>Class teachers adapt their planning to suit the needs of their cohort</i></p> <p>What percentage of children, are at b+ across each of the 3 subjects and how do you plan on ensuring they continue to be challenged and continue to achieve highly and if possible get more children into this group?</p> <p><i>5.7% of children are currently at b+ in RMW. Challenge built into every lesson so all children can access this. Teachers have a strong awareness of the assessment framework so they understand what is required to achieve greater depth in year 2. Success criteria will identify how children can achieve this.</i></p> <p><i>Focus on children who exceeded ELG in RW/M and who are not currently at b+</i></p> <p><b>Year 3:</b></p> <p>What were the plans of the teacher of Iceni to close the gap with the children in Dutch?</p> <p><i>Both classes are continually working out ways to synchronise their work beyond the Y3 scheme for AP2. This can be seen in the RAP AP2, for example, where we have both agreed to use the same SPaG assessment and Reading Star material for Grammar.</i></p> <p><i>The other thing governors need to take in to consideration is the bluntness of mastery. The merits and ethics of it are obvious, that every child should be achieving age related expectations. However, on the other side of the coin is an increase of cramming and a blunt grading that puts a child into a range. Neither helps the child's needs or the teacher. I believe a truer picture will be obtained at the end of AP2; and that we will find there is not much difference between the two classes. We will also have a better picture of what the gaps are in each class.</i></p> <p>What strategies will be used in both classes to ensure that there was no gap between boys and girls?</p> <p><i>RAP AP2 focus areas 2 and 3 cover this issue. We intend to increase the comprehension and lessons on comprehension skills. We will also use the Rising Star grammar exercises. In numeracy, we want to bring in a 5-a-week multiplication scheme similar to 5 reads a week. We will monitor these tactics at half term to see if they are having any impact on the boys (and girls) in each class.</i></p> <p>What percentage of children, are at b+ across each of the 3 subjects and how do you plan on ensuring they continue to be challenged and continue to achieve highly and if possible get more children into this group?</p>	
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*As mentioned in the previous question, for the b+ children we intend to up the comprehension and grammar in literacy; and the basic rapid recall in numeracy. There will also be intensive drafting and redrafting this assessment period as the classes write their pirate stories. In numeracy, both classes aim to synchronise their numeracy with Kangaroo assessment and MathsHub mastery sheets.*

#### **Year 4:**

*Why was writing in both classes below the level expected for children who were at 2B?*

*Writing for both classes was below the level for children at 2B as the criteria for ARE is now more specific and challenging under the new NC. The current Year 4 children were tested (SATS) under the old system.*

*How will the teachers ensure that the children progress to ensure that all those children who achieved 2B + at the end of year 2 are at ARE in Year 4?*

*The teachers will ensure that children progress (2B+) by rigorously assessing and, moderating using the AP maths tests, Star reading and writing against Ros Wilson. They will moderate internally and with the triad schools. Weekly NQT/Phase time to look at books.*

*In Cavalier around 50% were at the Age Related Expectation:*

*How will the teachers of both classes ensure that 80% of children will be above the Age Related Expectation, especially, how will the children in Cavalier achieve that target?*

*See RAP plan, LSA time allocated to need and assessment/moderation to be frequent. Support from DG (maths) and CS as mentor.*

*The intervention strategies do not take into account the differences between the classes, how will this be resolved?*

*Interventions are linked directly to pupil need, and will be reviewed through meetings (NQT/Phase) to ensure that they are effective and that children are progressing.*

*LSA being trained in talk boost*

*TB teaching maths intervention*

*Planning is bespoke to individual classes*

*Why had boys' reading dropped in Cavalier?*

*Boys' reading drop in Cavalier could be linked to their approach to the Star Reading Assessment- need to monitor how boys take the test. Some children rushed it and aren't using their time effectively. They didn't drop; they hadn't progressed to expected levels.*

*Aware that need to increase parental involvement and have plans for shared working afternoons*

#### **Year 5:**

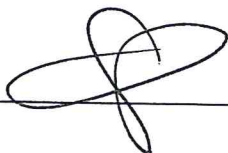
*How will the teacher in the Year 5 class significantly improve the data of pupils to ensure that 80% reach, or exceed, the Age Related Expectation?*

*There will be a significant number of interventions after Christmas. These include a focus on writing with the below ARE chn; fine motor skills; PP maths club; dictation; comprehension focus with below ARE chn and weekly arithmetic tests and QFT.*

*What strategies will be used to ensure that 80% reach the Age Related Expectation in writing?*

*There will be daily morphology sessions; vocabulary enhancing bookmarks; new grammar focus every week; moderation every week; encouraging more use of dictionaries and thesaurus' and small groups with teacher and HLTA. Writing has been moderated by the deputy head*

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<p>How will the gap be closed in reading and writing to ensure that boys reach the Age Related Expectation?</p> <p><i>The boys will be in the targeted interventions mentioned in question 2. For reading they will have Star Reader one a week; comprehension lessons with an adult 2x week; daily reading; vocabulary bookmarks and QFT.</i></p> <p>How will the gap between the pupils who qualify the Pupil Premium Grant, and those that do not, be closed in all subjects?</p> <p><i>PP chn not at ARE will be taking part in the above interventions in order to help diminish the difference.</i></p> <p><b>Year 6:</b></p> <p>How will the gap, when compared to the Key Stage One data, be significantly closed for children who qualify for Free School Meals?</p> <p><i>PP chn have been identified and are to be offered after school tutoring in all 3 subjects if below ARE. Alongside QFT, they will have intervention time during the school day with teacher/HLTA/LSA.</i></p> <p>How will the teacher ensure that 80% of the children in the class reach the Age Related Expectation in writing?</p> <p><i>Chn are making accelerated progress already in writing. The chn that need extra support will be going to a writing club with either LP or DB. Steps to success to show the chn what we are looking for and new grammar concepts are introduced/revised each week. Gaps in learning have been identified through moderating and additional support will be in place each afternoon as booster groups.</i></p> <p>What new interventions will be used for those children who were not at the Age Related Expectation?</p> <p><i>LP will be holding an after school tuition class in the 3 main subjects. DB will also be doing a writing club. All chn will be taking part in revision classes where misconceptions and gaps will be identified and will continue with the interventions that worked last assessment period.</i></p>	
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**Presentation of Key Facts Document:**

The following documents had been given to governors:

- Assessment Period 1 2016/17 - Summary Breakdown for Governors - Children in EYFS.
- Assessment Period 1 2016/17- Summary Breakdown for Governors - Children in Key Stage One, December 2016.
- Assessment Period 1 - Summary Breakdown for Governors - Children in Year 3.
- Assessment Period 1 - Summary Breakdown to Governors - Children in Year 4/5/6.
- Assessment Period 1 - Summary Breakdown for Governors - Children in Year 5
- Assessment Period 1 - Summary Breakdown to Governors - Children in Year 6.

*The following points were made:*

- *The documents listed above were used in the discussion that generated the questions which were listed under the Governor/Teacher Forum.*
- *The questions and answers will be embedded in the next version of the Key Facts document for governors to read and digest for the next meeting when governors will look at the results from Assessment Period 2.*
- *The questions will go to Mr Billings and the teachers and then the answers, through Mr Billings, will be given to governors.*

**NB:** The revised Key Facts has been sent out to Governors and also sits on the Governors/Teachers/SBM Trello board which Governors have been invited to attend.

**2/12.16 Apologies for Absence**

- Apologies were received and accepted from Mrs Bourne and Mr Short.

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### 3/12.16 Membership

Name	Category	End of Term of Office	Attendance 2016/2017
Vacancy	Co-opted		
Vacancy	Co-opted		
Mrs A Whitwell	Co-opted	2 February 2019	1/1
Ms A Ioannidou	LA	31 August 2020	0/1
Mr S Billings	Staff ( Head)	N/A	1/1
Mrs S Burke	Staff	27 November 2018	1/1
Ms S Stubbings	Parent	10 March 2018	1/1
Ms N Roberts	Parent (Chair)	10 March 2018	1/1
Mrs D Brand	Parent	11 November 2019	0/1
Mr V Luaces-Fernandez	Parent	11 November 2019	0/1
Vacancy	Parent		
Alan Short	Associate Member	5 September 2020	0/1
Mrs T Bourne	Ex-officio		1/1
Mrs F Bullivant	Ex-officio		1/1

- a. Vacancies: 2 x Co-opted, 1 x Parent.  
b. Terms of Office that end this year: none.  
c. Reconstitution of the governing body.

The following points were made:

- The Clerk explained how the governing body could reconstitute.
- It was agreed that it was difficult to recruit governors other than parents.
- The governing body wished to recruit governors from a variety of backgrounds but it was difficult to find potential co-opted governors.
- Mr Billings reported that the school had been approached by the Garrison and he had met the Commander. The Garrison Commander was interested in developing a bigger involvement in local schools. Four children at the school were from military families. Mr Billings responded to the approach positively.
- It was agreed to fill the parent vacancy and this will be advertised in January 2017. **Action: Mr Billings.**

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

- *The vacancies for governors could be advertised in local newspapers or there could be a letter drop to local businesses and the University.*
- It was agreed that Mrs Poole and Mr Billings will prepare notices for governors to take to the University and local businesses. **Action: Mrs Poole and Mr Billings.**

#### d. Structure of meetings.

The following points were made:

- The present structure involved thirteen meetings each year:
  - Four meetings of the Full Governing Body.
  - Three meetings of the Every Child Matters Committee.
  - Six meetings of the PPF Committee.
- An alternative system was suggested which would include two meetings of the full governing body per term and each would have a particular focus.

The following points were made in the discussion:

- There was a problem ensuring there was a quorum for committee meetings.
- By replacing the committee system with full governing bodies would give governors a wider knowledge of the school.
- There would be an onus on governors to read reports prior to the meeting and to ask any questions prior to the meeting.
- It was a change of culture and meetings could be longer than at present.
- September meeting - Key Facts document.
- December meeting - Assessment Period 1 results.
- March meeting - Assessment Period 2 results and budget.
- The September meeting would take place during the first week of the Autumn Term.
- The December meeting would take place in the second/third week of December.

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- The March meeting would be in the week beginning 27<sup>th</sup> March 2017, but in future the meeting date would vary depending on term dates.
- The results from Assessment Period 3 would be considered at the meeting in September.

Following a discussion it was agreed to try a new system of meetings.

**4/12.16 Declaration of Business Interests.**

- None.

**5/12.16 Notification of Any Other Urgent Business**

- None.

**6/12.16 Minutes of Previous Meeting:**

- The minutes of the meeting on 6<sup>th</sup> September 2016 were agreed as a true record and were signed by the Chair.

**7/12.16 Matters Arising.**

- None.

**8/12.16 Chair's Action**

- The Chair had agreed the Child Protection policy and the non-pupil days. Mr Billings will email the non-pupil days to the Clerk. (2016-2017 NPD: 1/9/16, 2/9/16, 31/10/16, 10/2/17, 21/7/17) **Action: Mr Billings.**
- The Chair had agreed the Financial Regulations.

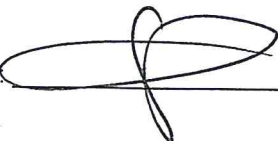
**9/12.16 Governor Matters and Development:**

- Link Governor Report (For information only – not for discussion)
  - The report had been sent to governors and there were no questions.
- Governor visits:
  - Mrs Brand had examples of governors' reports and governors should contact her with ideas. She will then make a decision.
  - Mrs Brand will select/adapt a governor visit form for governors to complete and it was agreed that the relevant sections of the SDP will be at the top of the form. **Action: Mrs Brand.**
  - Mrs Brand maintains a spreadsheet of governor visits.
  - Governors thanked the Parent Teacher Association for the marquee and the photographer on the Friday before this meeting. The photographs were now on the school website.
  - Governors' priorities for some visits will be linked to the School Development Priorities.
  - The development priorities will be linked to the report forms.
- Governor training attended (For Information only – to be fed into the Link Governor Report)
  - Governors were asked to notify Mrs Brand of any training they had attended.
  - It was important that governors should hold the school to account. In order to do this it will be necessary to know the values of the school and how the visit should be undertaken.
  - The exercise on data and questions to ask had been very useful in this respect.

**10/12.16 School Expansion**

- Overview of snag list only/plans for future development of site. The following points were made:
  - The start date for the work on the expansion would be March 2017.
  - Car parking spaces would be reconfigured.
  - The shape of the expansion building would be a rectangle.
  - The playground area would increase.
  - There would be a new bicycle shed next to the existing one.
  - There would be a 'concertina' door to separate rooms in the hall.
  - The position of the toilet wall would change to give a large office space

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and store.

- The toilet entrance would be moved so it could be monitored from the playground and school lobby.
- Upstairs on the plans the line with X was a teaching wall.
- The decor would match the existing building.
- The aim was to make the new building and the existing building appear to have been built at the same time.

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

- *The expansion work had been designed by a different architect and will be built by different builders, to those for the original building.*

#### 11/12.16 Staff Structure Review

- The information on the staff structure review was in the minutes of the PPF Committee meeting.

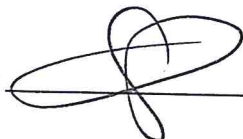
#### 12/12.16 Head Teacher's Report

- Linked to the SDP:
  - The document had been sent out with the papers for this meeting and it had tracked changes and comments.
- Teaching and Learning Policy:
  - The policy had been sent out to governors with the papers for this meeting.
  - Changes will be made to the policy as developments arise because of visible learning.
  - This will be a standard agenda item. Action: the Clerk.
  - The policy will be on the website and when changes were made governors will be notified. **Action: Mr Billings.**
- RAISEonline:

The Raise on Line document was discussed by governors, who discussed key pages. :

  - This would be the main document that OFSTED inspectors would refer to alongside the school's website.
  - It is currently un-validated data.
  - Mr Billings and Mrs Bourne had attended a RAISE online training update.
  - The report is made available to schools and governors to help with their self-evaluation.
  - The data was very positive.
  - There is only progress data for 28 of the children in the cohort
  - The data for progress in KS2 shows: Reading & maths better than the National Average
  - It was the Middle Attaining Disadvantaged children that did not exceed the National Average in reading and maths
  - The data for writing is not included in Raise On-Line at this current time.
  - The pupils within this data had now left the school and they had done well.
  - Key Stage One data:
    - There were 61 pupils in the cohort of which 17 were disadvantaged.
    - A comparison could be made against the Early Learning Goals.
    - Pupils were doing better than national at the end of Key Stage One in all reading, writing and maths.
    - Some of the ethnic minority groups had to be put into context against the number of children in the group.
  - Phonics:
    - At the end of Year 2: of all 61 pupils in the cohort, 91% achieved the pass mark, compared to 81% nationally.
  - The school's attendance data was better than the national figures for 2015.
- Inter-school collaboration.
  - The Chair explained that the strategic approach, of Essex Education

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Services, to school improvement was based on inter school collaboration and therefore it will be a regular agenda item. **Action: the Clerk.**

- Part of the strategy on moving forward on this, was to have joint staff meetings for moderation.
- Kendall Primary School and Cherry Tree Primary School were the other two schools involved.
- Peer to peer review of the governing body:
  - The governing body would think about where it needed help and would be coached through it.
  - Two representatives of the St John's Green Primary School governing body would meet two governors of each of the other schools. They would give verbal feedback to their governing bodies and report on the next steps.
  - The governing body would find its own way forward from this.
  - It would allow the governing body to identify its own gaps.
  - There would be a review by the end of the academic year of how the governing body worked.
  - At present this was a pilot scheme.
  - An 'Improvement Champion' would be needed.
- There would be joint Child Protection training with other schools in the Triad.

**13/12.16 Personnel and Resources Matters:**

- a. Premises, Personnel and Finance Committee meeting:
  - Any questions. None.

**14/12.16 Every Child Matters:**

- a. Every Child Matters Committee:
  - Any questions: None.

**15/12.16 Financial Matters:**

- Virements: None.
- Approval of the Financial Regulations following recent changes.
  - The Financial Regulations were approved and this ratified the decision made by the Chair of Governors.
- To note that the Chair is now a cheque signatory and signs for expenditure above £10,000.
  - Governors noted this.
- Approval of School Private Fund auditor – David Kent.
  - Governors agreed to Mr Kent as the Private Fund auditor.
- SFVS – to agree that the PPF Committee can prepare and sign off the SFVS for 2016/2017 and for it to be ratified at the next meeting of the governors.
  - Governors agreed to this course of action.
- Acceptance of the offer of £50,000 for each year 2017/2018 and 2018/2019.
  - Governors agreed to accept the offer of £50,000 for each of the next two financial years.

**16/12.16 Health and Safety:**

- The Clerk will undertake a health and safety review on behalf the governing body during the Spring Term. **Action: the Clerk.**


**17/12.16 Policies. (Attached)**

To ratify:

- Pre-Employment.
- Grievance
- Lettings
- Capability
- Health and Safety
- Child Protection

Governors ratified the decision to approve the policies shown above.

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**18/12.16 Residential and School Journeys Abroad**

- The Danbury trip in May 2017 and the Kingswood trip in September 2017 were approved.

**19/12.16 Any Other Business.**

- None.

**20/12.16 What Have We Done to Advance the Education of the Children during this Meeting?**

- Searching questions for accountability.
- Restructuring of the meetings of the governing body.
- Approval of additional income of £100,000 over the next two financial years.
- Action plan to recruit governors.
- RAISEonline.
- Governor visits policy.
- Peer to peer review.
- Links to other schools.

**21/12.16 To Note the Dates and Times of the Meetings in 2016/2017.**

Monday 6<sup>th</sup> February 2017

Monday 27<sup>th</sup> March 2017

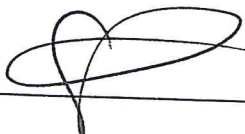
Monday 12<sup>th</sup> June 2017.

Monday 6<sup>th</sup> September 2017.

Meetings start at 6.15 p.m.

Meeting closed at 9:08 p.m.

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