



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 7th December 2015 at 6.15 p.m.

Membership: (Committee membership shown in brackets.)

Mr P Shirley	Co-opted (PPF)	Mrs A Whitwell	Co-opted (PPF)
Mr A Short	LA (Chair) (PPF)	Mrs D Brand	Parent
Mrs A Fair	Co-opted (PPF)	Ms S Stubbings	Parent (ECM)
Mr S Billings	Staff (Head) (PPF, ECM)	Mr V Luaces- Fernandez	Parent
Mrs S Burke	Staff (ECM)	Ms N Roberts	Parent (ECM)
Mrs F Bullivant	Ex-officio		
Mrs T Bourne	Ex-officio		
Mr P Freeman	Clerk		

Present:

Mr P Shirley	Co-opted (PPF)	Mrs A Whitwell	Co-opted (PPF)
Mrs A Fair	Co-opted (PPF)	Mrs D Brand	Parent
Mr S Billings	Staff (Head) (PPF, ECM)	Ms S Stubbings	Parent (ECM)
Mrs S Burke	Staff (ECM)	Mr V Luaces- Fernandez	Parent
Mrs F Bullivant	Ex-officio	Ms N Roberts	Parent (ECM)
Mrs T Bourne	Ex-officio	Ms A Ioannidou	Associate Member
In attendance:			
Mrs W Poole	School Business Manager		
Mr P Freeman	Clerk		

Question/challenge from a governor is shown in italics.

Mrs Roberts took the Chair in the absence of Mr Short

1/12.15 Welcome

The Chair welcomed everyone to the meeting.

Teacher/Governor Forum:

Mr Billings explained the structure for the meeting:

- Governors were allocated to year groups.
- The revised Key Facts document had been given to governors and the changes were on the orange pages.
- There was a summary of the situation in each cohort. This showed where the pupils had been and where they were now. The percentage value of each child was also shown.
- For comparison the data had gone back to the Foundation Stage and Key Stage One.
- The school was aware that children joined the school with a low baseline and a high percentage were below the Age Related Expectation.
- Governors were asked to focus on the class action plan during their discussions with members of staff. There were focus questions and they were asked to consider whether the

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intervention that was in place would help move the children forward.

- 2B would be given as the points score and then used for comparison to the expected progress.
- Governors would focus on:
 - The class action plan.
 - Gap analysis.
 - Age-related profile
 - The most important question was about accelerated progress and some children may need to make two 'jumps'.
 - Look at closing the percentage gap.
 - At the next meeting governors would ask members of staff had the gap been closed?

Governors gave the following reports:

- Mrs Roberts – Year 6:

What are the GAPS in Teaching & Learning that mean children are not at ARE
Reading: To provide reasoned justification of his/her views. : To read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.
Writing: To draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables : To use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.
Maths: To use negative numbers in context, and calculate intervals across zero. : To draw and translate simple shapes on the coordinate plane, and reflect them in the axis.


QFT and Intervention Strategies to be used to secure accelerated progress next assessment period for children not at ARE
<ul style="list-style-type: none"> • 2:1 boosting in Maths after school once a week. • Maths booster groups once a week to embed the week's learning with Teaching Assistant. • Writing booster groups once a week to embed the week's learning with Teaching Assistant. • Reading booster groups once a week to embed the week's learning with Teaching Assistant. • Weekly spelling tests linked to the national curriculum. • Weekly arithmetic test styled to the new national curriculum. • TLC tutoring once a week for 2 children.

- Mrs Bourne and Mr Luaces-Fernandez - Year 5:

What are the GAPS in Teaching & Learning that mean children are not at ARE
Reading: Read aloud and understand the meaning of unknown word Reading fluently
Writing: Plan writing by identifying the purpose of a text Correctly constructing sentences
Maths: To know the value of digits in numbers up to a million Confidently knowing number facts

QFT and Intervention Strategies to be used to secure accelerated progress next assessment period for children not at ARE
<ul style="list-style-type: none"> • Focus children are named on all paper work and shared with other adults in the room • Focus children are focused on within the lesson • Focus children have their books marked first • LSA picks up on the gaps in focus children • Focus children must rehearse sentence before writing • Focus children read their work aloud after writing • Maths club after school • 3 children having Catch up Numeracy • All focus children have additional reading • Spelling intervention in January • One child has tuition paid for on a Monday • One child has individual teaching 1-3 • Spelling interventions for key children

- Mrs Stubbings - Year 4:

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What are the GAPS in Teaching & Learning that mean children are not at ARE
Reading: Reading Comprehension skills, Having Positive attitudes to reading and what they understand of what they read.
Writing: Proofreading for spelling and punctuation errors, using fronted adverbials
Maths: Fractions and Decimals, Comparing, Ordering and Rounding numbers beyond 1000

QFT and Intervention Strategies to be used to secure accelerated progress next assessment period for children not at ARE
<ul style="list-style-type: none"> • Class teacher to work closely with these children in every lesson ensuring focus, attention and listening; questioning appropriately, supporting, feeding back immediately both verbally and in marking. • Extra reading sessions for those behind on reading both for decoding and comprehension. • Focused support from class teacher on basic writing expectations including constant checking of own work for spelling and punctuation errors. • Constant use of Kagan discussion pairs and groups, buddies for all subjects. Children learn from each other • Constant repetition and referral back to simple number facts for those who are not at ARE. Use of concrete, practical equipment • Focused contact with parents of these children to ensure support at home is consistent with school. • Children are aware of what they need to do to improve.

- Mr Shirley - Year 3:

What are the GAPS in Teaching & Learning that mean children are not at ARE
Reading: <ul style="list-style-type: none"> • understand what he/she reads independently by predicting what might happen from details stated (comprehension). • Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of genre (comprehension).
Writing: <ul style="list-style-type: none"> • Express time, place and cause using co-ordinating and subordinating conjunctions (Vocabulary, Grammar and Punctuation). • Draft and write in narratives, creating settings, characters and plot (composition).
Maths: <ul style="list-style-type: none"> • Recognise the PV of each digit in a three-digit number ((HTO) - number and place value). • Find 10 or 100 more or less than a given number (number and place value).

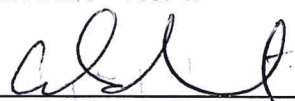
QFT and Intervention Strategies to be used to secure accelerated progress next assessment period for children not at ARE
Over AP2 we will address the above by: <ul style="list-style-type: none"> • Daily phonics practise – where spellings will be derived from a grapheme or a spelling convention from the NC2014 and involve morphed differentiation. This practice will involve distributed learning: revisiting spellings regularly throughout the assessment period. Assessment for learning (Afl) tests to see where the gaps are being closed and where they are not. • Daily reading for meaning (RfM) where we will check for understanding rather than just hearing them read. • Regular handwriting sessions throughout the week. • Drafting, redrafting and final copy work in literacy (Science Fiction.) • Regular assessment for learning (Afl) of their numeracy knowledge and skill use. This practice will involve distributed learning: revisiting gap areas throughout the assessment period. • Weekly rapid recall sessions Of addition, subtraction and multiplication within the timetable and in practice time.

- Mrs Whitwell - Year 2:

What are the GAPS in Teaching & Learning that mean children are not at ARE
Reading: Develop pleasure in reading...discuss and express views about a range of poetry, stories and non-fiction at a level beyond what they can read independently...
Writing: Use present and past tense correctly and consistently in writing.
Maths: Solve problems with addition and subtraction, applying increasing knowledge of written and mental methods.

QFT and Intervention Strategies to be used to secure accelerated progress next assessment period for children not at ARE
<ul style="list-style-type: none"> • Targeted questioning to Pupil Premium children and those who are not at ARE. • Focused marking in lessons with feed forward /fix it actions for pupils to complete. • Handwriting daily and gym trail for fine and gross motor control for those pupils who need support. • Reading comprehension activities; inference skills and reading for meaning. • Children's interests to impact on some sequences of lessons • Speech and Language support (in school) with VJJ (WellComm and Talc targets). • Problem solving and reasoning Maths starters for every lesson –MATHS TALK • Oxford University reasoning programme (Maths)

- Mrs Fairs - Year 1:

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What are the GAPS in Teaching & Learning that mean children are not at ARE
Reading: -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (Word Reading) -Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (Comprehension)
Writing: -Form lower-case letters in the correct direction, starting and finishing in the right place. (Handwriting) - Write sentences by re-reading what he/she has written to check that it makes sense. (Composition)
Maths: - Identify one more and one less of a given number. (Number and Place Value) - Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres. (Properties of Shape)

QFT and Intervention Strategies to be used to secure accelerated progress next assessment period for children not at ARE
<ul style="list-style-type: none"> • Two sessions of Letters and Sounds for 20mins each to develop phonic skills to help with reading and writing • Team tables and peer support to boost communication and social skills and cooperation in the classroom • Incorporating their interests in the topics as much as possible • Practice time each day to revisit skills to embed new learning • Target-specific marking to give clear feedback on how to improve their work • Targeted questioning to extend thinking and give opportunities to develop their ideas further • Children that need extra support are selected for a Read, Write Inc group 2x a week with Mrs King • Less fluent readers are selected for daily reading with an adult in school • Pupil Premium children's books are marked first; they are asked targeted questions in each lesson; they are regularly checked on by adults in class to ensure they are accessing the lesson and actively participating

- Mrs Bullivant and Mrs Brand - Reception.

What are the GAPS in Teaching & Learning that mean children are not at ARE
Communication & language: Listening and attention: Maintains attention, concentrates and sits quietly during appropriate activity. Understanding: Responds to instructions involving a two-part sentence. Speaking: Links statements and sticks to a main theme or intention.
Writing: Can segment the sounds in simple words and can blend them together.
Maths: Selects the correct numeral to represents 1 to 10 then 10 to 20.

Theme for next Assessment period: SuperHeroes	Key Text: Where the Wild Things Are
Communication and Language: Talk partner, how do superheroes/villains speak, weekly challenges, daily word bites, questioning, positional language	
PSED: Jigsaw, What makes me unique, What makes a superhero, helping others, Mother's day, class expectations	
Physical Development: Dance, healthy foods, using tools safely and with increasing control, obstacle course	
Literacy: Lists, letters, My Super Hero is.., Posters, fact files, retelling stories, non-fiction	
Mathematical Development: Number line work, addition and subtraction, capacity, time, money, problem solving and reasoning	
Understanding the World: Investigations – ramps, materials including ice and elastics, occupations. What happens to a letter after we have written it?	
Expressive Arts and Design: puppets, making a cape and a superhero belt, holding a fashion show	

- Mr Billings - general messages for governors:
 - OFSTED would wish to see as many governors as possible during an inspection.
 - It was not necessary to know and remember all the data but governors should focus on the key messages.
 - Ofsted will look at all year groups so it was important that governors maintained the focus on the progress and attainment of all children. Governors should be able to know where to find the data.
 - Governors needed to focus on the cohorts, not only on individuals. It was about 'quality first teaching'.
 - Governors had to ask difficult questions and be a critical friend to teachers.
 - The school should have the ambition that all children will meet ARE. If a child hasn't achieved it – what have we not done/asked as opposed to what has the child not done?
- The following comments were made by governors:
 - Comments from teachers showed considerable honesty and they had addressed concerns.
 - Marking the work of the pupils who qualified for the Pupil Premium Grant first was a

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focus of the school.

- Drafting and redrafting work was a self-assessment process and developed independence.
- Mixed ability groups give an opportunity for self-assessment and peer assessment.
- Pupils had become less adult dependent.

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

- *There was mixed ability grouping on each table in the classrooms. Higher ability children were supporting lower ability pupils' Kagan. The idea being that higher ability children consolidate their own understanding by explaining how they got their answers to others in their group and lower ability children had an opportunity to learn from their peers.*
- *There was movement within a class between the different tables of children.*

2/12.15 Apologies for Absence

Apologies were received and accepted from Mr Short.

3/12.15 Membership

Name	Category	End of Term of Office	Attendance 2015/2016
Mr P Shirley	Co-opted	6 September 2019	1/1
Mrs A Fair	Co-opted	26 June 2016	1/1
Mrs A Whitwell	Co-opted	2 February 2019	0/1
Mr A Short	LA (Chair)	24 July 2018	1/1
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	10 March 2018	0/1
Mrs D Broad	Parent	11 November 2019	N/A
Mr V Luaces-Fernandez	Parent	11 November 2019	N/A
Ms A Ioannidou	Associate Member	6 December 2019	N/A
Mrs T Bourne	Ex-officio		1/1
Mrs F Bullivant	Ex-officio		1/1

a. Vacancies:

- Mrs Broad and Mr Luaces-Fernandez had been elected as parent governors.
- Ms Ioannidou was elected as an associate member of the governing body.

b. Terms of Office that end this year:

None.

4/12.15 Declaration of Business Interests.

None.

5/12.15 Notification of Any Other Urgent Business

None.

6/12.15 Minutes of Previous Meeting:

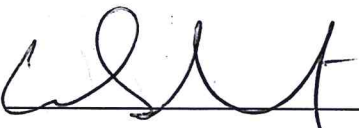
- The minutes of the meeting on 7th September 2015 were agreed as a true record and were signed by the Chair.

7/12.15 Matters Arising.

- It was agreed that it should be confirmed, at the next meeting, whether Mr Short had written to the members of the governing body who had recently resigned.
- Self-evaluation of the governing body will be considered at the next meeting of the governors or at a separate session. A paper copy of the document would be sent to governors by Mr Billings. **Action: Mr Billings.**

8/12.15 Chair's Action

None.

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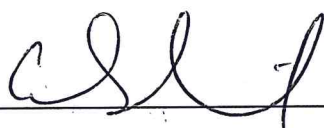
9/12.15 Governor Matters and Development:

- a. Link Governor Report (For information only – not for discussion)
Training on governor effectiveness has been arranged for 26th January 2016. It was agreed to invite the other schools in the Triad. This training was part of the subscription paid to Governor Services.
- b. Governor training attended (For Information only – to be fed into the Link Governor Report)
Nothing to report.
- c. School Effectiveness plus – Governor Self-Evaluation.
See above under Matters Arising.
- d. Raising the profile of the Governors.
In the discussion of how to raise the profile of the governing body the following points were made:
- Mr Billings referred to the results of the questionnaire where the school scored highly on questions about how well it was run (which is in partly due to the governance of the school). Although a percentage of people were unsure whether the governors were doing a good job, this may be because parents did not really understand the role of the governors.
 - If parents did not know who the members of the governing body were, this was not necessarily a bad sign, as it meant parents were not inclined to approach governors about the day to day running of the school, where it would be more appropriate to talk to staff.
 - If the profile of the governing body were raised this would be a long-term commitment. Anything put in place would have to be maintained.
 - Mr Short prepared a written summary of the PPF Committee meeting which was included in the school newsletter.
 - Mrs Shuttlewood will update governor profiles on the school website.
- The following actions were agreed:
- Mrs Whitwell will prepare a synopsis of this meeting. **Action: Mrs Whitwell.**
 - Mr Shirley will prepare a synopsis of the reports of visits by governors to the school. **Action: Mr Shirley.**
 - A summary of the role of the governor will be forwarded to Mr Billings. **Action: the Clerk.**
 - These will be included in the school newsletter and on the school website.
- e. Statutory Committees:
- Membership.
Mr Billings explained the role of the statutory committees. It was agreed that any governors available, if a meeting was called, could be part of the committee.
 - Terms of Reference.
The terms of reference for the statutory committees had been circulated to governors before the meeting and were agreed.
- f. Membership of the committees of the governing body:
The governing body has two main committees: Premises, Personnel and Finance Committee and Every Child Matters Committee, the newly appointed governors and associate member would be welcome to attend either committee, or both committees, to give them a taste of their work before they decide which one to join.

10/12.15 School Expansion.

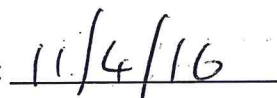
- Overview of snag list only/plans for future development of site.
Plans had been circulated prior to the meeting.
Mr Billings made the following points in his report:
 - Two additional classrooms were needed at the Abbey Fields site.
 - The first plan for the work had been rejected as the school needed an additional small hall, which would be off the main school hall.
 - Additional car parking was required.
 - An external canopy was needed.
 - The playground would be extended.
 - The windows in the existing school hall would be moved to the far end of the small hall. There was no need for any storage in the small hall.

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- Additional office space was required.
 - Additional storage was needed in new classrooms.
 - In response to questions from governors the following points were made:
 - *Any equipment on the playground would be stored externally.*
 - *Unisex toilets - this was a matter of space and there was a ratio of how many toilets were needed for the number of children at the school. There were already toilets in the Foundation Stage.*
 - *The work will be carried out in a secure compound and when it was necessary to break into the existing building, it would take place during a school holiday.*
 - The plans were being redrawn and when they had been agreed they will be sent to governors. **Action: Mr Billings.**
- Other matters:
- The problem with this gas supply had been resolved.
 - There was a problem with the water pump.
 - It was not much cheaper to run the Abbey Fields Site than it was the Town Site.

11/12.15 Staff Structure Review

Mr Billings made the following points:

- He had reviewed the staffing allocation which then would be used by Mrs Poole to prepare the draft budget. The Staff Structure Review will be revised and prepared in January/February and will be presented to the full governors meeting. It will be used by the School Business Manager (SBM) to support the preparation of the budget for 2016/17.
- Decisions will have to be made on staffing and it may not be possible to maintain the current level of staffing.
- 'Quality first teaching' will be the priority.
- Each learning support assistant cost between £12,000 and £13,000 when you considered on-costs.
- If cuts were required then members of staff recently employed on fixed term contracts would not be offered permanent contracts.
- Any review would be agreed at a meeting of the governors, although the PPF committee would consider it first.
- All new support staff appointments will be made on fixed term contracts.
- The school could not set a deficit budget.
- As the school projects into the future there was uncertainty over funding.
- It is possible to move members of staff from a fixed term contract to another fixed term contract but it is not good practise and there has to be a justifiable reason for doing so.
- Each decision on staffing would have a knock-on effect and any decisions made would have to be in the best interests of the children.

12/12.15 Head Teacher's Report

- Linked to the SDP.
Mr Billings will email the School Development Plan to the Clerk, who will send it to governors. **Action: Mr Billings and the Clerk.**

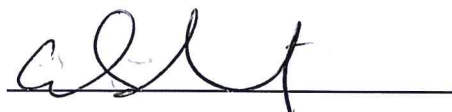
Mr Billings made the following points:

- The Pupil Premium Grant action plan will focus on reading and writing.
- The Pupil Premium Grant was £108,000.
- There was strength in the Pupil Premium Grant action plan and the school had asked for a PP health check to ascertain any gaps that the school had missed.

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

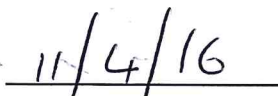
- *The school expects a consistent approach where teachers question the pupils who qualified for the Pupil Premium Grant first but would keep working with all children to ensure they were reaching their targets.*
- Key Facts Document.

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Mr Billings will email an electronic copy of the Key Facts document to the Clerk who will then send it to governors. **Action: Mr Billings and the Clerk.**

13/12.15 Personnel and Resources Matters:

- a. Premises, Personnel and Finance Committee meeting:
The following points were highlighted:
- The take up of Universal Infant Free School Meals was currently 81% but the school was funded on 87%. Some of the funding could be taken back.
 - Mrs Shuttleworth was checking who qualified for free school meals.
 - No other local schools was close to the 87% target for the take-up of meals.
- b. Ratify Terms of Reference.
The terms of reference were agreed.
- Any questions.
 - Mr Billings will check on the rental for rooms for the after-school club.
 - Critical incident plan - Mr Billings will contact the Local Authority for guidance on the Business Continuity Plan.
 - Mrs Poole had emailed the policy to governors.

14/12.15 Every Child Matters:

- a. Every Child Matters Committee:
The following policies were agreed at the Committee meeting:
- Child protection policy and prevent.
 - First-aid policy.
 - Administration of medicine policy.
 - Equality policy.
 - Attendance policy.
- The governing body ratified the decision of the Committee on these policies.
There will be in-house child protection training on 4th January 2016 from 11:00 to 12:00.
- b. Ratify Terms of Reference.
The terms of reference were agreed.
- Any questions.
No questions.

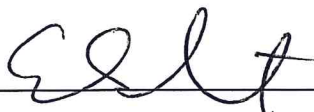
15/12.15 Guidelines for the Duties of the School Business Manager

- The guidelines had been circulated to governors and these would be used were Mrs Poole to be absent from work.
- There was an annual requirement to update them.
- The guidelines were agreed.

16/12.15 Financial Matters:

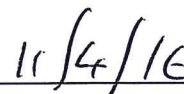
- Three year budget and staffing calculators.
See above under 16/12.15 – first bullet point. The updated Three Year Budget had been circulated to all governors and discussed in detail at the PPF Committee meeting on 1st December 2015.
- Payment of £80.00 to David Kent – auditor School Private Fund.
Governors agreed the payment to David Kent for auditing the school private fund.
- Virements.
None.
- Cash Handling Policy and Procedure.
This was in the school's financial regulations. SBM had advised that they should be approved to ensure that both school offices were compliant.
- Ratify Financial Regulations approved at PPF Committee meeting.
Governors ratified the decision taken at the PPF Committee meeting.
- Freedom of Information Act form.
This will be considered at the next PPF Committee meeting.
- Progress on SFVS
This audit was undertaken annually to assess the school's good practice. There had been two action points, from the audit, which had been actioned.

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17/12.15 Health and Safety.

The Clerk had completed a health and safety review on behalf the governing body and he sent the report to Mr Billings.

18/12.15 Report on disadvantaged pupils.

84 pupils qualified for the Pupil Premium Grant which gave the school funding of £108,000. The use of the balance of £31,000 was planned and had been considered during the Teacher/Governor forum.

- Welfare Reforms.

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

- *Four families with children at the school had been evicted. They had moved house but the children remained at St John's Green Primary School because of the stability the school gave. The school was supporting them.*

19/12.15 Policies.

- Major and Critical Incident Plan – a first draft had been prepared but the plan was still being worked on.
 - Child Protection
 - Code of Conduct
 - Lettings
 - Data Protection
 - Discipline and Dismissal
- The policies were ratified.

20/12.15 Residential and School Journeys Abroad

The school visits to Kingswood and Danbury were agreed.

21/12.15 Any Other Business.

- The school website: the review had been completed and there were two sections - essential and desirable.

22/12.15 What Have We Done to Advance the Education of the Children during this Meeting?

- Teacher/Governor forum.
- Raising the profile of governors.
- Policies.
- School expansion.
- Three year budget.
- The emphasis of the teacher in the classroom.
- The effectiveness of the governing body.

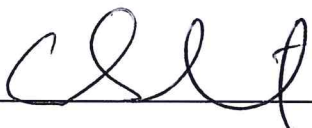
23/12.15 To Note the Dates and Times of the Meetings in 2015/2016.

11th April 2016.

13th June 2016 – if required.

Meeting closed at 9:10 p.m.

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