



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 11th April 2016 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	Ms A Ioannidou	Associate Member
Mrs T Bourne	Ex-officio		
Mr P Freeman	Clerk		

Present:

Mrs A Fair	Co-opted (PPF)	Mr A Short	LA (Chair) (PPF)
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.

1/04.16 Welcome

The Chair welcomed everyone to the meeting.

Governors and teachers met to discuss the questions which had been prepared by Mr Billings.

Teacher/Governor Forum:

When governors returned to the meeting Mr Billings introduced the next section. He pointed out that it was important that governors challenged teachers with regards to their class data and the strategies they had put in place to move the children's learning forward. To support the process Mr Billings had prepared a number of questions that governors could ask.

Class data analysis - Foundation.

- You have a number of children who were at age-related expectation last assessment period but have not move forward. How are you going to ensure that they catch up to the age-related expectation (ARE)?***

Signed: _____

1

Date: _____

30/6/16

There will be more challenging activities and the children will be encouraged to take charge of their own learning. Planning focused on their interests, children were to be told their next step during verbal feedback.

2. **There are some children who were not at ARE last assessment period and have not move forward, (children in orange). What additional steps are you taking to help ensure these children make accelerated progress?**

One-to-one time and focused interaction with the class teacher. Quick revision, practice time for small groups. Mathematics game/clubs/questioning.

3. **You have some children who were below ARE last assessment period and have made accelerated progress, (children in green). Well done. What steps did you take to ensure these children made accelerated progress?**

The children who qualified for the Pupil Premium Grant had done well through questioning, directed tasks on skills and extra 'Quality First Teaching'. Teachers had decided on the main focus, particularly on Mathematics. Parental engagement.

4. **Going back to your last Governor report. Which of the QFT strategies worked and which didn't to help children move forward?**

One-to-one with specific children. Learning walls to show what the children had done well and focus questioning for reading. Talk partners.

5. **Which QFT interventions are you using the assessment period based on what you know works?**

Letter and sound twice each day and speech and language intervention in the class. The focus was on skills.

6. **The gaps in teaching and learning that mean that the children are not at ARP different to the last AP? If not why not?**

Gaps had closed and there had been a focus on new topics.

Class data analysis - Year 1

1. **You have a number of children who were at age-related expectation last assessment period but have not move forward. How are you going to ensure that they catch up to the age-related expectation (ARE)?**

Small group intervention targeting key objectives that will help the pupils. QFT with a whole class focus on key skills and Key Performance Indicators.

2. **There are some children who were not at ARE last assessment period and have not move forward, (children in orange). What additional steps are you taking to help ensure these children make accelerated progress?**

Eagles: only one, fine motor skills.

Circus: two children, one with Special Educational Needs and the other had English as an Additional Language. They were making better progress now. There was also small group intervention

3. **You have some children who were below ARE last assessment period and have made accelerated progress, (children in green). Well done. What steps did you take to ensure these children made accelerated progress?**

Roses: frequent use of interventions.

Eagles: daily reading for one boy.

Circus: none.

4. **Going back to your last Governor report. Which of the QFT strategies worked and which didn't to help children move forward?**

The strategies had worked as had extra phonics. There had been a change to three sessions per week with Mrs King replacing the two interventions which took place in the previous assessment period.

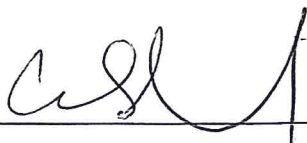
5. **Which QFT interventions are you using the assessment period based on what you know works?**

Letters and sound groups will continue as there was a good success rate for phonics screening. Over 70% were already at the pass rate. Pupil Premium Mathematics Club took place every Thursday and there was a positive attitude to Mathematics.

6. **The gaps in teaching and learning that mean that the children are not at ARP different to the last AP? If not why not?**

Some of the gaps had closed but some remain the same because the pupils need to practice applying the skill.

Signed:



2

Date:

30/6/16

Class data analysis - Year 2

1. **You have a number of children who were at age-related expectation last assessment period but have not move forward. How are you going to ensure that they catch up to the age-related expectation (ARE)?**
Consolidating and marking.
2. **There are some children who were not at ARE last assessment period and have not move forward, (children in orange). What additional steps are you taking to help ensure these children make accelerated progress?**
Supplementing home support. One mother had videoed teaching which was replayed at home. Prioritise fine focus and annotate planning for the next day. Focus on Mathematics and spelling.
3. **You have some children who were below ARE last assessment period and have made accelerated progress, (children in green). Well done. What steps did you take to ensure these children made accelerated progress?**
Marking first. Lunchtime club. Pupil Premium children. Non-registration exception words.
4. **Going back to your last Governor report. Which of the QFT strategies worked and which didn't to help children move forward?**
Pupil Premium Club for Mathematics and writing. Other children were asking to join the club. Kangaroo Mathematics which gave a mixture of strategies and concepts. Number gym/Mathematics and Pupil Premium profiles.
5. **Which QFT interventions are you using the assessment period based on what you know works?**
Online tuition. Problem-solving Friday. SPAG groups were for those below the Age-Related Expectation and were taught in smaller groups. Teaching to strengths and preparing for SATs. Spelling with Year 1 teachers. Release of three Year 1 teachers to observe.
6. **The gaps in teaching and learning that mean that the children are not at ARP different to the last AP? If not why not?**
Some of the gaps had closed but some remained the same because the children needed to practice applying the skills.

Class Data Analysis – Yr 3

General

ARE performance being good with about 90% reaching or above the expected level. Classes did have some who whilst reaching the level had not made much progress.

Whilst the boys were doing slightly better in Dutch the girls were slightly better in Iceni.

Answer to Q1:

You have a number of children who were at Age-Related Expectations last Assessment Period but have not move forward. How are you going to ensure that they catch up to the Age-Related Expectation?

Whilst there were general plans for raising achievement for those pupils not currently making progress the key was finding the solution that would motivate each individual child. The LSAs were contributing ideas and the two classes were working as part of a new system called BURT in looking at raising achievement. This experimental approach was part of an international study working with schools in New Zealand and Stockton on Tees.

Answer to Q2

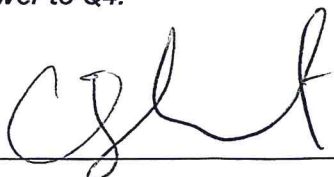
There are some children who were not at ARE last assessment period and had not moved forward, (children in orange). What additional steps are you taking to ensure these children make accelerated progress?

Whilst 3 out of 4 FSM/PP children in Dutch and 4 out of 7 FSM/PP in Iceni had reached or exceeded there ARE. There were individual plans supported by the teachers and with LSA support for the other 4 children in this category.

Regular contact with parents of the FSM/PP children was helping all to improve. Each parent was being given details of what they could do at home to raise the child's expectations and achievement. The after school sessions for the 3 main subjects were a great help as were the continued meetings with parents.

Answer to Q4.

Signed: _____



3

Date: _____

30/6/16

Going back to your last Governor report. Which of the last QFT strategies work and which didn't help children move forward?

Both classes were using a system called HODDER. This enable the teachers to assess not only the ability to read words but to understand their meaning and context within sentences. In general, the feedback to parents about what they could do with the children at home was also important as were individual breakout sessions.

I then asked how they dealt with Gifted and Talented Children to ensure that they were extended and could make accelerated progress.

This is an issue that the Governors had previously been concerned about as the new "Assessment without Levels" seemed to lose sight of.

However, these children were being given more complex problems to solve with a view to deepening their application and mastery of the subjects. The use of HODDER testing also helped both children and teachers understand the extent of mastery.

Class data analysis - Year 4

- 1. You have a number of children who were at age-related expectation last assessment period but have not move forward. How are you going to ensure that they catch up to the age-related expectation (ARE)?**

Boys' writing = 42%, girls' writing = 81% (class = 57%). Reading and Mathematics were good. Pleased with the progress and pupils received verbal feedback with guidance on next steps.

- 2. There are some children who were not at ARE last assessment period and have not move forward, (children in orange). What additional steps are you taking to help ensure these children make accelerated progress?**

Now only nine children (13 previously). Some children only needed help in one or two subjects. Why? Good topic, enthusiasm, change in the timetable for Mathematics

- 3. You have some children who were below ARE last assessment period and have made accelerated progress, (children in green). Well done. What steps did you take to ensure these children made accelerated progress?**

Closing the gap. Two children had made accelerated progress increasing their confidence in all subjects.

- 4. Going back to your last Governor report. Which of the QFT strategies worked and which didn't help children move forward?**

Mathematics: one-to-one for some children with constant feedback. There were non-negotiables on writing e.g. rules. There was a mopping up session with a learning support assistant after each lesson.

- 5. Which QFT interventions are you using the assessment period based on what you know works?**

Kagan discussions. Use of the Mathematics strategy for writing. Parental engagement was working.

- 6. The gaps in teaching and learning that mean that the children are not at ARP different to the last AP? If not why not?**

Nothing to report in this area.

Class data analysis - Year 5

- 1. You have a number of children who were at age-related expectation last assessment period but have not move forward. How are you going to ensure that they catch up to the age-related expectation (ARE)?**

No issues here although some children were borderline.

- 2. There are some children who were not at ARE last assessment period and have not move forward, (children in orange). What additional steps are you taking to help ensure these children make accelerated progress?**

One child started in the class, in October 2015, who had moved between several schools. The child goes to Year 3 in the mornings and after school tuition in Mathematics. One child was not achieving in Mathematics and there was an after-school Mathematics club.

- 3. You have some children who were below ARE last assessment period and have made accelerated progress, (children in green). Well done. What steps did you take to ensure these children made accelerated progress?**

Extra reading was taking place with learning support assistant. There was a spelling club on Mondays Tuesdays and Wednesdays.

Signed: _____

4

Date: _____

30/6/16

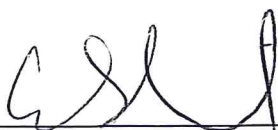
4. **Going back to your last Governor report. Which of the QFT strategies worked and which didn't to help children move forward?**
There was an extra 15 minutes with the children struggling during practice time.
5. **Which QFT interventions are you using the assessment period based on what you know works?**
Spelling, Mathematics, practice time, ability seating and getting to the less able children first.
6. **The gaps in teaching and learning that mean that the children are not at ARP different to the last AP? If not why not?**
The lack of pupil vocabulary was taking time and the word wall was used.

Class data analysis - Year 6

1. **You have a number of children who were at age-related expectation last assessment period but have not move forward. How are you going to ensure that they catch up to the age-related expectation (ARE)?**
In the first period around 80% were at ARE. In Mathematics the children who weren't at ARE were supported, once a week, by Mr Green and there was a focus on reasoning and how to explain answers etc. There were multistep questions. They were only slightly below. Writing: TLC online tutoring for two children once per week. Very focused support. The support teacher takes four children out of the class who were slowing down reading. There were weekly tests in spelling. SPAG - the revision words were on a crossword. Reading comprehension took place three times per week. The class teacher took a group out for work on a book. Modelling answering questions. Timed tasks were completed to focus for SATs. Some were daily readers. There was access to comprehension cards.
2. **There are some children who were not at ARE last assessment period and have not move forward, (children in orange). What additional steps are you taking to help ensure these children make accelerated progress?**
Mathematics: two children with Special Educational Needs had Mathematics teaching tailored to their need. Learning support assistant took them twice per week. Four children were not far behind. In the test six had 26/40 in the Mathematics and the target was 30. After-school one day per week with TLC. Two stay after school with the class teacher for daily support. The pupils know the Mathematics facts which they needed.
In writing there were four, of which two had Special Educational Needs, and in reading three of which two Special Educational Needs. Children were reading every day with a teaching assistant or the class teacher. Booster group with support supply teacher. Children with Special Educational Needs received teaching assistant support. Work was at the children pace. There was a focus on spelling. There was a spelling club, which had just started, two to three times each week. In the mornings of the week following this meeting there will be a carousel and hopefully most pupils will attend. Three weeks of free breakfast club with the pupils working around different activities each day in groups.
3. **You have some children who were below ARE last assessment period and have made accelerated progress, (children in green). Well done. What steps did you take to ensure these children made accelerated progress?**
Nothing to report.
4. **Going back to your last Governor report. Which of the QFT strategies worked and which didn't to help children move forward?**
None didn't work. There was a need for more sessions of strategies and more SAT paper revision. Mocks would take place during the week of this meeting. Revision session - carousel. The children can write what they want when they practice. There were afternoon boosters and active learning.
5. **Which QFT interventions are you using the assessment period based on what you know works?**
The Pobble 365 website picture was used for descriptions and sentence starters. Persuasive writing. Instructions writing. Revision session on carousel. TLC - weekly spelling tests with words on the tables and included crosswords.
6. **The gaps in teaching and learning that mean that the children are not at ARP different to the last AP? If not why not?**
Nothing to report in this area.

2/04.16 Apologies for Absence

Signed: _____



5

Date: _____

30/6/16

Apologies were received and accepted from Mr Shirley and Mrs Whitwell.

3/04.16 Membership

Name	Category	End of Term of Office	Attendance 2015/2016
Mr P Shirley	Co-opted	6 September 2019	2/3
Mrs A Fair	Co-opted	26 June 2016	3/3
Mrs A Whitwell	Co-opted	2 February 2019	1/3
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	3/3
Ms S Stubbings	Parent	10 March 2018	3/3
Ms N Roberts	Parent	10 March 2018	2/3
Mrs D Brand	Parent	11 November 2019	1/2
Mr V Luaces-Fernandez	Parent	11 November 2019	2/2
Ms A Ioannidou	Associate Member		1/2
Mrs T Bourne	Ex-officio		3/3
Mrs F Bullivant	Ex-officio		3/3

a. Vacancies: None.

The following points were made in the discussion:

- Mrs Fair will not continue as a governor following the end of her current term of office and she will be very sorely missed. She has had a long association with school. The Chair thanked her for all her work as a governor.
- Mr Short will resign after July 2016 but will stay in post to ensure that the school was covered if any documents required the signature of the Chair. Mr Billings, on behalf of the school and the governing body, thanked him for all that he had done and for the time that he had given to support school and the governing body will be weaker without him. Governors agreed with the sentiments that Mr Billings had expressed.

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

4/04.16 Declaration of Business Interests.

None.

5/04.16 Notification of Any Other Urgent Business

None.

6/04.16 Minutes of Previous Meeting:

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

7/04.16 Matters Arising.

- Approval of Pay Policy: the Pay Policy had been approved under Chair's action and any changes were due to alterations in the regulations. The Policy was then agreed at the Pay Committee and governors ratified the decision.

8/04.16 Chair's Action

- Virement No.1: £6,421 which represented the difference between the forecast carry forward and the actual figure. This was to be added to general contingency. The projected figure had been £195,943 and the actual was £202,364.

Signed: _____

6

Date: _____

30/6/16

9/04.16 Governor Matters and Development:

a. Link Governor Report

- The governors' report had been distributed to governors and they felt it was a very good report. Action points for internal training were being followed up. See below. These questions had also been addressed through the ECM committee.

Governing Body Actions Jan - 2016*Learn to Live, Live to Learn*

Our Priorities	How will we make progress?	Who will lead on this?
Pupil premium spending & the effectiveness of this investment- how can we prove it is making a difference i.e. free breakfast club, children's university, music lessons etc	ACTION: Nicola will follow this up with Tina re the impact of free breakfast club on attendance (or any other impact) & what is happening about music lessons for the more able children.	Nicola Roberts
Annual reporting of staff CPD / and outstanding/good teaching staff etc to the governing body.	ACTION: Alan to liaise with Simon	Alan Short / Nicola Roberts (CPD Governor)
Library – is there enough variety in literature, in particular relation to British Values	ACTION: Observation visit and meet with Sue Chapman	Sarah Burke
Single Central register – ensuring all staff coming on/off site are DBS checked etc	ACTION: in Safeguarding role, Sophie to make contact with Wendy Poole (Business Manager)	Sophie Stubbings
Policies – how do we ensure that all staff are regularly updated with changes to policies etc	ACTION: Alan to liaise with Simon/Tina re; process for updating staff on policies – new and updated	Alan Short
More able action plan (Gifted and talented)	ACTION: Sophie to liaise with Tina re: having a regular report at the ECM meeting	Sophie Stubbings
After School Clubs / Sports funding	ACTION: How are we spending this money and what is the difference it is making? Sarah to liaise with Simon / Tina – and Annette to ensure it is on the	Sarah Burke (Annette Whitwell) <u>OUTCOME: to be added to the ECM Agenda</u>

Signed: _____

Date: _____

30/6/16

	website	
Increased awareness of subject plans / objectives	ACTION: To nominate governor to lead on subjects / meet with staff lead and feedback to FGB - Writing (Tina?), Reading (Fiona?), Mathematics (Dan Green?)	Alexandra, Vincent, Debbie

- b. Governor training attended
- A considerable amount of training had been completed.
 - Mrs Stubbings will review the skills audit and match it to the training needs.
 - If governors could identify their own needs, and inform Mrs Stubbings. **Action: Mrs Stubbings.**
- c. School Effectiveness plus – Governor Self-Evaluation.
The following points were made:
- Mr Billings will send the document to governors for comments.
 - The school had moved from the pilot scheme to School Effectiveness Plus. The main difference was questionnaires and the manually input responses.
 - There could be a meeting to look at this and the RAG rating.
 - Mr Billings suggested that the governors were at good.
- d. Raising the profile of the Governors.
The following had been completed and published in the school newsletter:
- Mr Shirley had been actioned to prepare a synopsis of the visits by governors to the school. He was currently in New Zealand.
 - Mrs Whitwell and Mrs Stubbings had completed a synopsis of the full governing body meetings.
 - Mrs Whitwell had completed a synopsis of the PPF committee meeting.
 - Mr Short had completed a synopsis of the budget which would go out with the next newsletter.
 - Mrs Stubbings will write a synopsis of this meeting.
- e. RAG rating.
- Nothing to report.

10/04.16 School Expansion.

Overview of snag list only/plans for future development of site.

- The plans were not yet available and once Mr Billings receives them he will send them to governors. **Action: Mr Billings.**
- A two-storey expansion had been agreed which will be added to the back of the school hall and will include a dance studio and toilets.
- There would be an external covered area.
- There will be two classrooms upstairs.

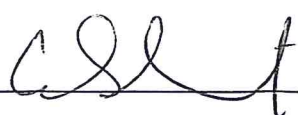
11/04.16 Staff Structure Review

- The revised staffing structure was based on the current budget and was affected by the increase in the cost of the staffing budget.
- The new structure was agreed at the meeting before the Easter holiday and will be sent to members of staff for consultation.
- The most significant was the reduction in learning support assistant support in the upper school, relative to the lower school.

12/04.16 Head Teacher's Report

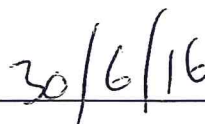
- Linked to the SDP.
The School Development Plan had been sent to governors.
- Key Facts Document.
The document had been updated with the current data and was a single page of summary data.

Signed: _____



8

Date: _____



13/04.16 Personnel and Resources Matters:

a. Premises, Personnel and Finance Committee meeting:

The following points were highlighted:

- The meeting had taken place on 22nd March 2016 and the minutes had been agreed for circulation.
- The key issue was a budget and the Committee agree the budget on a temporary basis and then it would be considered at this meeting.
 - There was a significant problem as the school had not been informed, by the Local Authority, that the budget would be reduced until six weeks before the budget was due to be considered.
 - On census day there was an extra class and funding for 12 months had been agreed, however this had been removed without notice.
 - The school would lose £81,000. The lack of notice of this reduction was the major concern.

Mrs Poole explained:

- The budget for the 2014/2015 was for two sites, and it was funded for two years.
- She had used the formula and software from the Local Authority to prepare the budget.
- The funding been changed from twelve months to seven month.
- Notification was only received on 10th February 2016, and this was very late in the budget planning cycle.
- The school had been advised to take responsibility for its finances and had prepared a three-year budget plan based on the original funding.

In the discussion that followed the following points were made:

- The Clerk explained that at another school, where there had been a similar situation, the governing body had refused to agree the budget because a previously agreed funding arrangement had been changed.
- A letter had been prepared by Mr Billings and Mrs Poole, which had been sent on 16th March 2016 but there had been no response to it.
- The governing body could refuse to ratify the budget, which under its financial regulations it had to agree
- There was a principle behind it, the school had planned ahead and then suddenly found that the money had been withdrawn.
- The school had expected to be in the same position as previously in the new academic year.
- The problem was the way that this had been applied.

Governors unanimously agreed not to ratify the budget.

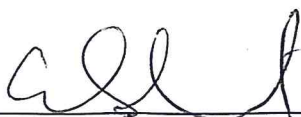
14/04.16 Every Child Matters:

a. Every Child Matters Committee:

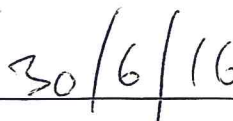
In the discussion of the meeting the following points were made:

- Governors congratulated Mrs Roberts on the work that she had done, with Mrs Bourne, on professional development. The work had been excellent and there was evidence that the school was moving forward.
- Visible Learning:
 - Six schools - St John's Green, Heathlands, Gosbecks, Montgomery Junior, Bishop William Ward and North were looking to move forward with this project.
 - This would involve approximately 120 teachers in the six schools.
 - Information had been sent to Osiris and the school was still waiting for an indication of the cost.
 - The Standards and Excellence Commissioner had provided pump prime funding of £25,000 for consortium schools. It is hoped that some of this funding can be used to support the six schools looking to go forward with visible learning.
 - The schools will be asked to commit to the project.
 - The Chair commented that he had seen evidence of this work in Mr Billings'

Signed: _____



Date: _____



office.

- Mr Billings explained that the scheme would support the school in continuing to move forward.

15/04.16 Financial Matters:

- Three year budget and staffing calculators.
Mrs Poole will prepare a new three-year budget on 19th May 2016.
- To note SBM Audit report and the County Audit report from 8-10 February 2016 visit:
 - The 2016/2017 Action Plan related to the 2015/2016 Audits.
 - The Chair commented that it was an excellent report and virements should be made immediately and did not have to wait until the next meeting of the governors. The Chair and the Headteacher could approve the virement depending on the amount.
- Ratification of SFVS (this was submitted to County by the deadline of 31.03.16 after discussion and approval at the PPF on 22.03.16)
 - The SFVS had to be submitted by 31st March 2016.
 - Mrs Whitwell and Mr Short had reviewed the document with Mrs Poole.
 - It will now be circulated to governors. **Action: Mrs Poole.**
 - It had been agreed by the PPF committee and by the Chair on behalf the governing body
- School Private Fund Statement of Accounts
This was recorded in the minutes of the PPF committee and there were no changes.
- Approval of 2016/2017 Delegated Budget - this was discussed and provisionally ratified by PPF on 22nd March 2016. **The governors had taken the decision not to agree the budget, see above.**
- Virements over £10,000:
 - No. 15. £20,000.00 transferred from Teacher Salaries to General Contingencies. At time of budget planning last spring, a higher allocation than has been needed was committed. As part of the combined year end/budget planning process excess funds have been transferred to a contingency.
 - No. 19. £20,000.00 transferred from Catering Contingencies to Catering Refurbishment. These funds were held in a contingency to earmark them solely for refurbishment works. Now that the project has been approved, the funds have been transferred so that purchase orders can be raised. Please note that it is not possible to spend from a contingency; it is a holding area only.
 - No. 20. £20,000.00 transferred from Teacher Salaries to General Contingencies. As a new teacher to support Years 5 and 6 was not appointed and a supply teacher is being used instead, these funds have been transferred. The funding from Neeta/CTTC to support Rachel Scotting's salaries training has also been paid into the Teacher cost centre and this agreement was made after budget setting last spring.

16/04.16 Health and Safety.

- It was agreed that the Clerk will undertake with Mr Bromley, the Site Manager, a review of health and safety later this term.

17/04.16 Critical Incident Plan.

- The plan was still being completed.

18/04.16 Report on Disadvantaged Pupils.

- Welfare Reforms.
 - It was agreed to invite Tracey Clark, to the meeting of the governors in September, to talk about the problems families were currently experiencing.
 - There had been an increase in the minimum wage but this may have a knock-on effect.

Signed: _____

10

Date: _____

30/6/16

- Mrs Bourne made the following points:
 - The school had gone through a Pupil Premium Grant health check and it was compliant and the strategy and information were on the school website.
 - This included interviews with the children who qualified for The Pupil Premium Grant and their parents.
 - Record sheets were been completed during the interviews between the class teacher, the parent and the child.
 - Less than ten had still to be completed.

19/04.16 Policies.

- Educational Visits
 - Charging and Remissions
 - Child Protection
 - Behaviour
 - Code of Conduct
 - Recruitment
 - Grievance
 - Leave of Absence
- Governors agreed the above policies.

20/04.16 Residential and School Journeys Abroad

- There were no new school journeys to be agreed.

21/04.16 Any Other Business.

- Governors Committees:
It was noted that it may be necessary to form appeal committees of the governing body. If these committees were required, then they cannot be made up of governors who had already heard the case or by members of staff or associate governors. It was unanimously agreed, that if governors were needed to form such a committee, they could be recruited from another school and used to form all or part of the committee.
- Academies:
 - Mr Short, Mrs Brand, Mrs Roberts and Mr Billings had attended a presentation on academies at Montgomery Junior School.
 - The advice at present was that schools should take their time before making a decision.
 - It was agreed that the school should be aware of what was happening and not be left behind.
- Local Delivery Group:
The following points were made:
 - The school received support from the Local Delivery Group but the school had to make a contribution to the costs.
 - The school was involved in a family group with St Helena School, its catchment schools.
 - Consortium:
 - The Headteachers and Deputy Heads from the schools meet regularly.
 - It is made up of faith and non-faith schools.
 - The school worked in a Triad with Kendall and Cherry Tree both of whom were members of the consortium.
 - It was agreed that now the school was aware the Government's agenda it should not be left behind.
 - In the week following this meeting Mr Billings, Mrs Bourne and Mrs Poole will attend the Academy Show.
 - The consortium had set up a working group of which Mrs Poole was a member.
 - There were fifteen schools in the consortium and they had a working relationship.
 - It was important to move forward with like-minded people.
 - Academy conversion was not a quick fix to move a school forward.

Signed: _____

Date: _____

30/6/16

- There were many very knowledgeable members of staff in the consortium.
- It was agreed that the school should be in control of what happened to it.
- There were very different schools in the consortium and the demographic changes in Colchester were affecting specific school.
- Mrs Poole attended briefings for The School Business Managers.
- The Chair suggested that this should be an investigation into joint procurement, with other schools, in the consortium. However, because fifteen schools were involved it could be too many to take quick decisions.
- The schools, that became academies at an earlier stage, had received higher financial incentives.
- Schools in special measures were forced to become academies and these were a totally different set up.

22/04.16 What Have We Done to Advance the Education of the Children during this Meeting?

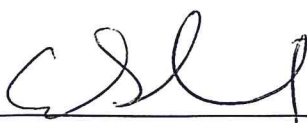
- Teacher Governor Forum - this was a positive process.
- Budget issues and the negotiations with the Local Authority.
- Professional development for members of staff.
- Welfare reforms.
- Visual learning.

23/04.16 To Note the Dates and Times of the Meetings in 2015/2016.

- 30th June 2016 – if required:
 - It was agreed that there should be a meeting on 30th June 2016 in preparation for the new academic year.
 - There will also be a discussion of what the focus of the governing body should be and this will include School Effectiveness and the RAG rating.
 - Mr Billings will review the data analysis and Key Facts Document during the summer holiday.

Meeting closed at 8:45 p.m.

Signed: _____



12

Date: _____

30/6/16